

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

27Q097

School Name:

THE FOREST PARK SCHOOL

Principal:

MARILYN CUSTODIO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q097
School Type: Elementary Grades Served: Pre-K - Five
School Address: 85-52 85th Street Woodhaven, New York 11421
Phone Number: 718-849-4870 Fax: 718-849-5356
School Contact Person: Stella Kalogridis Email Address: skalogr@schools.nyc.gov
Principal: Marilyn Custodio
UFT Chapter Leader: Filomena Scholl
Parents' Association President: Naresha Ali
SLT Chairperson: Kerry McGowan
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 211 Network Leader: Jean Mckeon

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------|---|-------------------------|
| Marilyn Custodio | *Principal or Designee | |
| Filomena Scholl | *UFT Chapter Leader or Designee | |
| Naresha Ali | *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 | |
| Jane Breuer | Member/ Elected UFT | |
| Patricia Murphy | Member/ Elected UFT | |
| Kerry McGowan | Member/ Elected UFT | |
| Karen Tufano | Member/ Elected UFT | |
| Tasha Gonzalez | Member/ Elected Parent | |
| Sugeli Carrillo | Member/ Elected Parent | |
| Christine Braithwaite | Member/ Elected Parent | |
| Stephanie Morra | Member/ Elected Parent | |
| Cathy Scurti | Member/ Elected Parent | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|--|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Forest Park School is a diverse school that strives to work together to provide opportunities for students to achieve success and prepare them for College and Career.

School's Strengths:

Across all classrooms at P.S. 97, the school's common core aligned curricula and integrated instructional shifts encourage rigorous habits and higher-order thinking skills to meet the needs of all learners. In 2013, the school implemented new Common Core aligned curriculums (Ready Gen and Go Math) and assessments (school net baseline and benchmark). The school continues to place a strong focus on literacy and math, and all classes have a wide range of leveled texts. Teachers engage students in literacy lessons that are CCLS aligned to the balanced literacy model, with significant attention given to "guided reading". Across the school there is a focus on writing, and informational text, and students use various kinds of graphic organizers to capture text-based information. Teacher teams work collaboratively to make the necessary adjustments to curriculum, and performance tasks, such as embedding academic vocabulary, thus ensuring college and career readiness and the school's integration of a common core curriculum that is rigorous and engaging for all learners.

Schools Accomplishments:

School leaders and staff utilize the Danielson Framework for Teaching and engage in targeted pedagogical support to improve student outcomes. School leaders use the observation of classroom practice to ensure instruction is aligned with the Danielson Framework of Teaching. Through the use of low inference observations, teachers engage in effective conversations with administrators and colleagues, regarding their strengths, areas for instructional improvement and targeted next steps. Staff professional development is derived from the school's goals, Danielson Framework, observations of teacher practice and identified areas of need. The school's consistency and frequency of classroom observation practice, and focused conversations with teachers results in the improvement of pedagogical practice and student performance.

The Forest Park School has an excellent tone and climate where all students are well respected and welcome. There are monthly opportunities for students to be honored in Citizen of the Month, Student of the Month and attendance celebrations, which support students' social-emotional development. Additionally, in alignment with the 2014-2015 Citywide Instructional Expectations, systems and structures have been set in place to ensure that each student in the school is known well by at least one staff member. All teachers are able to articulate individual student's development, both academically and socially, through the use of ongoing assessments and conferences with each student.

School's Challenges:

According to the 2013-2014 Quality Review, the following areas were highlighted as areas that need improvement: Deepen differentiation of instruction to ensure that all learners are provided with consistent learning experiences, informed by the Danielson Framework to push their thinking and reflect high levels of student participation. Deepen the use of assessment practices and ongoing checks for understanding in order to have a clear portrait of student mastery to meet the learning needs of all learners.

Areas of Growth:

The 2013-2014 Quality Review identified the following areas as areas of celebration in the P.S. 97 School.

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Aligned use of resources to support instructional goals that meet students' needs
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Structures for positive learning environment, inclusive culture, and student success

Areas of Focus:

One of our major areas of focus is to deepen the use of assessment practices and ongoing checks for understanding in order to have a clear portrait of student mastery to meet the learning needs of all students. With the implementation of these checks, the teacher is able to identify any gaps in understanding immediately and address them with customized instruction. We were aware of this need early in the school year (based on our 2013 Quality Review Report) and began professional development for teachers on how to design rubrics, checklists and various types of formative assessment. As per our 2013-2014 School Quality Snapshot, we received an excellent in improvement on the State English test for Lowest Performing Students. We received a Good on Improvement on the State English test for all students, and good for all students on the State Math Test. As per our 2013-School Quality Snapshot, we are exceeding the target in student progress of our lowest performing students on the NYS ELA exam and meeting the target in student achievement for both the NYS ELA and Math exams. However, we are still approaching the target in student progress of our lowest performing students in Math.

Although our state Math and ELA scores were higher than the city average, another areas of focus is implementing rigorous instruction with customization to ensure all students are successful. We need to increase our percentage of students who meet the State Standards in both Math and ELA. An additional focus will be put on our subgroups to ensure that they are indeed making progress and meeting the standards. This will be done by deepening differentiation of instruction to ensure that all learners are provided with consistent learning experiences, informed by the Danielson Framework to push their thinking and reflect high levels of student participation. This will be implemented school wide to ensure high level student engagement is evident and all students are provided with multiple entry points to a lesson, utilizing customized instruction and UDL strategies.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 Quality Review indicated that across classrooms the school’s common core aligned curricula and integrated instructional shifts encourage rigorous habits and higher-order thinking skills to meet the needs of all learners. (1.1) Teachers engage students in literacy lessons that are CCLS aligned to the balanced literacy model, with significant attention given to “guided reading”. Across the school there is a focus on writing, and informational text, and students use various kinds of graphic organizers to capture text-based information.

According to the 2013-2014 Quality Review, instructional strategies such as questioning are intentionally implemented in some grades across the school, and align with curricular in all subjects. However, high levels of student engagement were not evident in all grades and classrooms. As a result, although many teachers plan effective lessons that embed the instructional shifts, not all lessons reflect the instructional shifts that allow different pathways for students to understand curricular based on their diverse needs. When analyzing school data the percentages of students that received 3 or 4 on the 2013-2014 exams are as follows:

ELA:

| | |
|----------|-------|
| Grade 3: | 31.6% |
| Grade 4: | 31.2% |
| Grade 5: | 32.7% |

Math:

| | |
|----------|-------|
| Grade 3: | 34.7% |
| Grade 4: | 54.1% |
| Grade 5: | 51.0% |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will engage in higher order questioning and discussion techniques guided by the Depth of Knowledge tool and Danielson’s Framework for Teaching component, as measured by an increase in effective questioning and discussion practices in short frequent observations and unit plans.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to | | | |

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|--|---|--------------------------|---|
| <p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p> | | | |
| Teachers will use higher order questioning and discussion techniques to engage students through the use of Depth of knowledge (DOK) matrix. | All Teachers | September 2014-June 2015 | DOE Talent Coach, grade level teams, administrators |
| Students with disabilities, English language learners and other high-need subgroups will be provided with small group, customized questions for each lesson as well as a list of discussion starters to assist them in engaging in conversations with their peers. | Students with disabilities, English language learners and other high-need subgroups | September 2014-June 2015 | Teachers |
| Teachers will facilitate workshops for parents to explain the purpose of higher order questions and discussion technique and provide examples how they can practice this with their child at home. | Parents/Families | September 2014-June 2015 | Teachers |
| In order to understand needs and incorporate trust, students will build upon each other's ideas during class discussions. During these discussions, they will agree or disagree with their classmates and provide text evidence to support their thinking. | All Students | September 2014-June 2015 | Teachers, administration |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Depth of Knowledge (DOK) wheel, lesson specific assessment checklists, student self-assessments, Danielson Framework. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth. |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|---|-----------|---|-----------|---|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | X | Title IIA | X | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>2. Specify a timeframe for mid-point progress monitoring activities.</p> |
| Teachers will analyze their assessment notes weekly and plan next steps for instruction based on their notes. Students will be placed in flexible groups based on the teacher's review of assessment notes as well as through the review of |

student's self-assessments. By February 2015, on-going progress will be monitored by administrators through their short frequent observations, looking at student work, and lesson plans.

Part 6b. Complete in February 2015.

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|----|--|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 Quality Review indicated that the school’s culture of positive student and staff attitudes results in an atmosphere that is mutually respectful and fosters academic and social emotional growth (1.4) The school has an excellent tone and climate where all students are well respected and welcome. There are monthly opportunities for students to be honored in Citizen of the Month, Student of the Month and attendance celebrations, which support students’ social-emotional development.

According to the 2013-2014 Quality Review, there is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson’s Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products (2013-2014 Quality Review Indicator 1.2). Additionally, teachers need to develop a better understanding of Universal Design for Learning (UDL) strategies to ensure that all students are supported and best able to access the curriculum.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will instill academic self-confidence and critical thinking skills in their students through the implementation of Universal Design for Learning (UDL) strategies as well as customized instruction and peer support, as measured by a 10% increase of teachers rating Effective or Highly Effective for Danielson 3b.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| Teachers will participate in ongoing professional development in the effective implementation of Universal Design for Learning (UDL) strategies. | Teachers | September 2014-June 2015 | Professional Learning Committee, Administration |

| | | | |
|---|---|--------------------------|--------------------------|
| Teachers of ICT and self contained classes, as well as ESL teachers will participate in ongoing professional development in the area of creating student made rubrics and assessments. They will also participate in professional development to ensure they are using Universal Design for Learning strategies to meet the needs of all students in their classes. | ICT Teachers, Self-Contained Teachers, ESL Teachers | September 2014-June 2015 | Teachers, Administration |
| Teachers will facilitate workshops to explain how Universal Design for Learning (UDL) strategies are being used in the classrooms to meet the needs of all students. The facilitator will provide examples of UDL strategies and how they are implemented in the classroom. The facilitator will provide examples of how parents can practice similar practices with their child at home. | Parents/Families | September 2014-June 2015 | Teachers |
| To understand needs and incorporate trust we will continually seek input and feedback from students and teachers through surveys and student feedback. | Teachers and Students | September 2014-June 2015 | Teachers, Administration |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Weekly common preps, copies of UDL. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|---|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | X | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 10. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Student work will be analyzed monthly will plans/next steps put into place in order to achieve the specified goal Mid-point progress monitoring activities will take place bi-weekly with adjustments/revisions made as needed. By February, there will be a 4-5% increase of teacher ratings Effective or Highly Effective for the 3D component of Danielson Framework for Teaching | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 12. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school’s professional learning committee has worked collaboratively to assess both instructional and achievement gaps. As a committee, members have used student data; both formative and summative to determine specific needs and standards to be addressed. Teacher leaders meet with grade level teams to use the data in a continuous improvement process. Data includes, but is not limited to Ready Gen and Go Math unit benchmarks, I-Ready diagnostic reports, MOSL NYC Baseline Performance Tasks, Fountas and Pinnell running records, NYS Item analyses and CCLS aligned baselines and benchmarks. When analyzing school data the percentages of students that received 3 or 4 on the 2013-2014 exams are as follows:

ELA:

| | |
|----------|-------|
| Grade 3: | 31.6% |
| Grade 4: | 31.2% |
| Grade 5: | 32.7% |

Math:

| | |
|----------|-------|
| Grade 3: | 34.7% |
| Grade 4: | 54.1% |
| Grade 5: | 51.0% |

| | | |
|------|------------|-------------|
| SWD: | ELA: 8.3% | Math: 16.5% |
| ELL: | ELA: 42.9% | Math: 33.3% |

ADVANCE feedback and teacher reports from 2013-2014 indicate some need of the areas for improvement in questioning (3b) and assessment (3d). We developed our instructional focus based on those needs (Instructional Focus: to embed ongoing assessment in instruction in order to monitor student understanding through thoughtful questioning, ongoing checks for understanding and collaboratively developed formative assessments). Professional development will to continue to revolve around the framework findings.

According to the School Environment Survey Report 2013-2014, 66% of the teachers agree with this statement -Overall professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated. Teacher teams have begun working in cycles and will determine the content and length of their professional learning. They will select which professional development presentations they would like to attend based on their own needs. Teachers will share their expertise with their colleagues.

For the 2013-2014 Quality Review one of the areas for improvement was noted as follows: Deepen differentiation of instruction to ensure that all learners are provided with consistent learning experiences, informed by the Danielson Framework to push their thinking and reflect high levels of student participation (1.2). (However, that kind of high level student engagement was not evident in all grades and classrooms. As a result, although many teachers plan effective lessons that embed the instructional shifts, not all lessons reflect the instructional shifts that allow different pathways for students to understand curricular based on their diverse needs.)

Another area for improvement from the 2013-2014 Quality Review indicator (2.2) Deepen the use of assessment practices and ongoing checks for understanding in order to have a clear portrait of student mastery to meet the learning needs of all learners. (However, while all teachers use some form of checks for understanding, students are not typically

involved in helping to establish assessments for their own work. Consequently, teachers limit their ability to make effective adjustments and enable all students to be aware of their next steps.)

An important part of our school culture is reflected in Quality Review Indicator 1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults 2013-2014 (overall score well developed 2013-2014). We must continue to build that trust through high functioning professional learning teams that have the opportunity to collaborate and plan their learning and teaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, grade level or content specific teacher teams will participate in weekly professional learning activities related to the continuous improvement process of analyzing student work, developing shared plans to address achievement and instructional gaps with an emphasis on differentiated instruction and common formative assessments providing scaffolded support for all students including ELLS and SWDs as evidenced by a 20% increase in the ELA MOSL from the baseline to the end of the year assessment.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Instructional Rounds-Using the components for Danielson’s Framework for Teaching a group of volunteering teachers will visit each other’s classrooms focusing on a particular component to observe. As a team, they will debrief and reflect on strengths and weaknesses using the information to strengthen their own practices. They will provide positive feedback to the teachers of the classrooms visited. | Teacher Volunteers | 12/14-4/15 | LEAP Interns & Administration |
| Common Planning Time- To understand needs and incorporate trust Teachers are provided with common planning time built into the master schedule. Through looking at student work, teachers will assess the needs of all students, including ELL and SWD and tailor the curriculum to meet there needs. Grades have two-three common preps a week. | All Grade Level Teachers , ESL Teachers | 9/14-6/15 | Administration/Grade Leaders |
| Parents and Families will be invited to visit their child’s class throughout the year to observe the differentiation and various strategies their child uses in school everyday. They will also engage in an instructional activity with their child during the visit. | Teachers, Parents/ Families | 9/14-6/15 | Teachers/ Administrators |

| | | | |
|--|--|------------------|-------------------------------------|
| <p>Professional Learning Committee/Shared Planning Document to understand the needs and incorporate trust, a committee of teacher leaders will work together to create a Professional Learning Community throughout the school. The committee will meet bi – monthly to review new protocols for effective teacher teams, share progress and concerns. Team leaders will collaborate with grade level/content area teams to determine the agenda for each team meeting as part of a cycle plan and add plans to a shared planning document. Team leaders will change with each new cycle increasing teacher capacity in the building. Teams will determine the focus of each cycle, common formative assessments and resources necessary for the team.</p> <p>Common Planning Time- To understand needs and incorporate trust Teachers are provided with common planning time built into the master schedule. Grades have two-three common preps a week.</p> | <p>All Grade Level Teachers , ESL Teachers</p> | <p>9/14-6/15</p> | <p>Administration/Grade Leaders</p> |
|--|--|------------------|-------------------------------------|

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Curriculum Summer Professional Development Sessions
- Professional Development Ready Gen and Go Math Curriculum During the School Year
- CITE Consultant -Professional Development for Title III Afterschool Program Teachers
- Afterschool Professional Learning Committee Meetings to analyze Quality Review Indicators
- Fountas and Pinnell Webinar Series
- Smart Science Professional Development
- I-Ready Training Sessions
- Master Schedule-2-3 Common PREPS per grade/content area
- Teacher Development Coach-Grade 2, ICT & Special Education Teachers
- CFN Achievement Coach- Professional development

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | |
|---|-----------------|---|----------------------|---|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title I Basic | X | Title IIA | | Title III | | Grants |
|---|-----------------|---|----------------------|---|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Teacher Leaders will use a Teacher leader Competency Rubric to self-assess at the end of each Professional Learning Cycle
Grade Level/Content Area Teams will use a Team Behavior Self- assessment rubric to assess their progress at the end of

each learning cycle.

Common formative assessments will be developed and used during each cycle to check the progress of student learning after instructional strategies that have been developed during the cycle have been implemented.

A mid-year assessment will be conducted in February to show a 5% increase in ELLS and SWD performance on the ELA MOSL.

Part 6b. Complete in February 2015.

| | | | | |
|--|--|-----|--|----|
| 21. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2013-2014 Quality Review indicated that the principal makes effective organizational decisions across the school that reflects instructional goals and support staff time and teacher assignments to improve instruction and engage all students in challenging academic tasks. (1.3)

The 2013-2014 Quality Review indicated that there is a need to observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection. (4.1) Additionally, there is a need to develop teacher pedagogy about how students learn best, which is informed by the Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work projects. (1.2)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, leadership will use the Advance data from Danielson Framework for Teaching to make informed decision about professional learning opportunities that will result in a 10% increase of teachers rating effective and highly effective for component 3c Engaging Students in Learning.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust | | | |
| Principal will conduct 25 Monday Professional Development sessions to nurture and strengthen teacher’s professional growth. | All staff | September 2014-June 2015 | Principal and Assistant Principals |

| | | | |
|--|---|--------------------------|------------------------------------|
| Customized professional development sessions will be provided for teachers of ICT and self-contained classes in order for them to be provided with strategies to address the needs of student subgroups. | ICT and self-contained teachers/service providers | September 2014-June 2015 | Principal and Assistant Principals |
| Customized workshops will be provided for parents to explain and provide examples of how they can create engaging activities, aligned to their child's individual needs, at home. | Teachers/Parents | September 2014-June 2015 | |
| In order to understand needs and incorporate trust, Principal will ensure professional learning is evident and has an impact on student achievement and classroom instruction through informal and formal observations and lesson plans. | Classroom teachers | September 2014-June 2015 | Principal and Assistant Principals |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers meet during weekly common preps to debrief on the professional development received and come up with next steps to ensure quality instruction on their part and ensuring student progress.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|---|---------------|---|-----------|--|-----------|--|--------|
| X | Tax Levy | X | Title I Basic | X | Title IIA | | Title III | | Grants |
|---|----------|---|---------------|---|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

After the 15th Professional Development session, teachers will complete an evaluation of the effectiveness of the professional development sessions and how they have impacted their quality of instruction and well as the student's progress. Based on the analysis of the evaluations, the next fifteen professional development sessions will be planned. This will ensure that teacher's professional development needs are being met and that the PD sessions are addressing the identified needs of both the teachers and those of the students based on the evaluations.

By February, there will be a 4-5% increase of teacher ratings Effective or Highly Effective for the 3C component of Danielson Framework for Teaching

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 32. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2013-2014 School Environment Survey indicates that 96% of parents are satisfied with the education their child is receiving. 89% of parents indicated that they feel the school offers a wide enough variety of courses, extracurricular activities and services.

According to the 2013-2014 Quality Review, there is a need to establish a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations (2013-2014 QR 3.4).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of teacher’s in grades Pre-K through 5 will conduct parent outreach sessions on Tuesdays from September 2014- June 2015 to effectively keep parents informed of their child’s progress throughout the year, as evidenced in, feedback from monthly parent surveys and Tuesday parent outreach logs.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust | | | |
| Teachers will be provided professional development training in online programs such as Kinvolved and ClassDojo, as well as other parent involvement strategies, which they can use to update parents on their child’s progress on a daily basis. | Teachers | September 2014- September 2015 | Teachers in grades Pre-K through five, Administration. |
| Customized professional development sessions will be provided for teachers of ICT and self-contained classes on how to provide effectively keep parents updated on their child’s progress toward meeting their IEP goals. | ICT Teachers, Self-Contained Teachers/Parents | September 2014- September 2015 | ICT Teachers, Self-Contained Teachers, administration. |

| | | | |
|---|-------------------|-------------------------------|---------------------------------------|
| Parent outreach sessions will be conducted by teachers on Tuesdays from September 2014 to June 2015 to effectively keep parents informed of their progress throughout the year. | Parents/Guardians | September 2014-September 2015 | Teachers in grades Pre-K through five |
| In order to incorporate trust and understand needs, parents will receive ongoing communication and progress reports to continually be informed of their child's progress throughout the year. | Parents/Guardians | September 2014-September | Teachers in grades Pre-K through five |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Student progress reports, parent surveys, parent outreach logs |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|---|-----------|---|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | X | Title IIA | X | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 40. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| At the end of every month, parent surveys will be reviewed and next steps will be planned based on the analysis of the results. By February, 2015 Parent outreach logs will be reviewed in order to ensure that all parents are being reached and are being provided with feedback on their child's progress. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 42. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|---|---|
| English Language Arts (ELA) | Data from student's assessments in the area of English Language Arts is reviewed. Students are placed in RTI Tiers and the students falling into Tier 3 will be provided with AIS services. | Kindergarten through grade two students who are in need of support in ELA will participate in Foundations lessons and work in small groups. Teachers in these grades develop their own customized lessons based on the needs of their students. Parent workshops designed to review and explain the Foundations program is provided for parents in order for them to be aware of the strong support given to their children which will help them meet their academic goal and how they can assist their children at home. | The method of delivery of service is small group instruction. 1:1 assistance is provided for tier 3 students as determined by class assessments in conjunction with RTI. | Services are provided during the school day. A Title III afterschool program is provided for ELL students as well as ELL students with disabilities on Wednesdays and Thursdays for one hour. |
| Mathematics | Data from student's assessments in the area of Mathematics is reviewed. Students are placed in RTI Tiers and the students falling into Tier 3 will be provided with AIS services. | Services are provided by teachers and the Math CITE Consultant using Go Math!, customized 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. Supplemental math programs and test prep models/strategies such | The method of delivery of service is small group instruction | Services are provided during the school day. A Title III after school program is provided for ELL students as well as ELL students with disabilities on Wednesdays and Thursdays for one hour. |

| | | | | |
|---|--|--|--|--|
| | | as NY ready are used during the day. SETSS is utilized and focuses on hands-on problem solving. Enrichment activities are used to extend understanding and build enthusiasm. | | |
| Science | Data from student's assessments in the area of English Language Arts is reviewed. Students are placed in RTI Tiers and the students falling into Tier 3 will be provided with AIS services. | In grade four, there is an increased use of multiple strategies for expository text in order to prepare students for the upcoming science test. | The method of delivery of service is small group instruction | Services are provided during the school day. |
| Social Studies | Student assessments on a variety of social studies based topics are analyzed. Based on the data, students in need of assistance in the area of social studies are provided with AIS service. | In grades three, four and five, during the day teachers focus on teaching students how to analyze and respond to questions utilizing several strategies to achieve success. | The method of delivery of service is small group instruction | Services are provided during the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students with counseling on their IEP's receive their mandated counseling service. | 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 conferring with parents. | The method of delivery of service is small group instruction | Services are provided during the school day. |

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | | | | | |
|----------|---------------------------------|--|---|--|--------------------|
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|----------|---------------------------------|--|---|--|--------------------|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

P.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.

2b. 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. Professional development will take place on days determined by the DOE guidelines and designated Chancellor's conference days. Professional development will be on-going every Monday for 80 minutes, teacher teams and through Network and DOE opportunities. The professional development needs of the teachers is assessed and from there, high quality customized professional development will be provided.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

- School ensures all conceptually 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.

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/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. We ensure that our students begin their academic career with a strong start and emphasize the importance of early childhood education. As a school, we provide our Pre-K students including those who are at-risk with an aligned curriculum to early childhood programs in order to provide a seamless instructional transition to elementary school wide programs. Our parents are invited to attend activities to guide them through the transition from early childhood programs to the elementary school program.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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. We provide ongoing customized professional development to all teachers in analyzing assessment data to increase teacher’s understanding of student performance with the goal being to improve instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # |
|--------------|--|---|--|
| | | Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school | references where a related program activity has been described in this plan. |

| | | allocation amounts.) | Column A Verify with an (X) | Column B Page # Reference(s) |
|---|---------|----------------------|---------------------------------------|--|
| Title I Part A (Basic) | Federal | \$350,235 | X | 11, 14, 17, 20 |
| Title I School Improvement 1003(a) | Federal | n/a | | |
| Title I Priority and Focus School Improvement Funds | Federal | n/a | | |
| Title II, Part A | Federal | \$218,274 | | 11, 14, 17, 20 |
| Title III, Part A | Federal | \$14,796 | X | 11, 20 |
| Title III, Immigrant | Federal | n/a | | |
| Tax Levy (FSF) | Local | \$3,326,240 | X | 11, 14, 17, 20, 22 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 97 / The Forest Park 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 97 / The Forest Park 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 97 / The Forest Park 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;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: The Forest Park School | DBN: 27Q097 |
| 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: 65 |
| 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: 7 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 4 |

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 7%. In order for students in grades two 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 late November through mid- February, for two days per week (Wednesday - Thursday), for one hour each day (2:30 pm to 3:30 pm). The per session ELL teachers along with content area teachers use summative data and other assessments to group students and to plan lessons. Seven teachers will be hired, 1 hour per day for 31 days. The teachers will be certified ESL teachers and general education content area teachers that will co-teach with each other. One technology teacher will circulate and incorporate technology into the lessons as per a rotating schedule. One supervisor will exclusively oversee the Title III program. Our instructional goal is to develop literacy and math skills through small group differentiated instruction utilizing technology. The group of ELLs also includes ELL students with IEP's. Technology will be integrated into the program through the use of Smartboards and laptops which will be used for a portion of the instruction. Other materials to be used include math manipulatives, Getting Ready for the NYSESLAT (Grades 2-4), literacy support material and material which will focus on grammar and comprehension such as Finish Line Reading for the Common Core Standards (Grades 2-4) as well as utilizing Word to Word Bilingual Dictionaries (Arabic, Bengali and Spanish). These materials will be purchased with Title III funds and used exclusively during the Title III program. 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 seven teachers: three teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages). Four teachers are highly qualified content area teachers; one of which also holds a special education license and will be circulating to work with the students that are classified as both ELL and special education. 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. The i-Ready assessment data will be used to determine students areas of growth which will then be re-visited through a post-test in order to monitor student's 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

Part B: Direct Instruction Supplemental Program Information

to be part of this afterschool program.

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

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, Title III funding, initial enrollment procedures, inquiry data and analysis, preparation and scoring for NYSESLAT, A-Z Reading, Raz Kids, etc. The professional development plan for ELL personnel is current and maintained every year. Teachers 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 during the designated time on Monday afternoons. We will provide our ESL teachers and content area teachers with professional development provided by consultants from CITE.

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 and DELLSS. Teachers plan collaboratively weekly during multiple 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

Part C: Professional Development

training, Assessment workshops, Data Analysis, Differentiation of Instruction, LAP workshop, ELL Data Analysis, 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, Item Skills Analysis.

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.

P.S. 97 is committed to developing and implementing a parent policy that fosters a partnership between the home, school, and community. When communicating with our parents and guardians who do not speak English, our staff have been very successful with utilizing the Over-the-Phone interpretations services offered by the Translation & Interpretation Unit. Using the funds allocated for the Title III Translation Services, we have arranged for Interpreters to join us on our Meet and Greet Night in September, both Parent Teacher Conferences; fall and spring, and the May Parent Conference. We have also made arrangements for interpreters to be here for both of our our ESL Parent Orientation meetings and our Title I Annual meeting. During the course of this school year, we will make certain to have interpreters available at our workshops and meetings allowing our ELL community to feel welcomed, wanted and needed.

When communicating with our parents and guardians who do not speak English, our staff have been very successful with utilizing the Over-the-Phone interpretations services offered by the Translation & Interpretation Unit. Using the funds allocated for the Title III Translation Services, we have arranged for Interpreters to join us on our Meet and Greet the Staff / Curriculum Night in September, both Parent Teacher Conferences; fall and spring, and the May Parent Conference. We have also made arrangements for interpreters to be here for both of our our ESL Parent Orientation meetings and our Title I Annual meeting. During the course of this school year, we will make certain to have interpreters available at our workshops and meetings allowing our ELL community to feel welcomed, wanted and needed.

We also invite the parents/guardians of the ELLs to join us for the NYSESLAT workshop where the test is discussed and sample questions are viewed and they are given an opportunity to ask questions and

Part D: Parental Engagement Activities

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 also 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.

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.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for them. Interpreters 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

Part D: Parental Engagement Activities

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 and Citizen of the month along with the Biggest Heart Award will be celebrated 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, open school week, parent teacher conferences as well as the parent engagement time set aside on Tuesday afternoons. All publications are provided in the students home language according to our language breakdown list by class.

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

At our "Welcome Back, Meet and Greet our Staff / Curriculum Night" 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: \$14796

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

Part E: Budget

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

Allocation Amount: \$14796

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| materials. <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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% |
|--|------------|----------------------|------------|---|---------------|

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 | Tot # |
| 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. [i](#)

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

| ELLs by Subgroups | | | | | | | | | | |
|---|-----------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 97 | 4 | 5 | 11 | 0 | 5 | 8 | 0 | 1 | 116 |
| Number of ELLs who have an alternate placement paraprofessional: <u>1</u> | | | | | | | | | | |

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 |

*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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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 [AMAQ 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. **①**
 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.

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.

Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | | | |
| Social Studies: | | | |

Courses Taught in Languages Other than English ⓘ

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

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

| | | | | |
|----------|--|--|--|--|
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

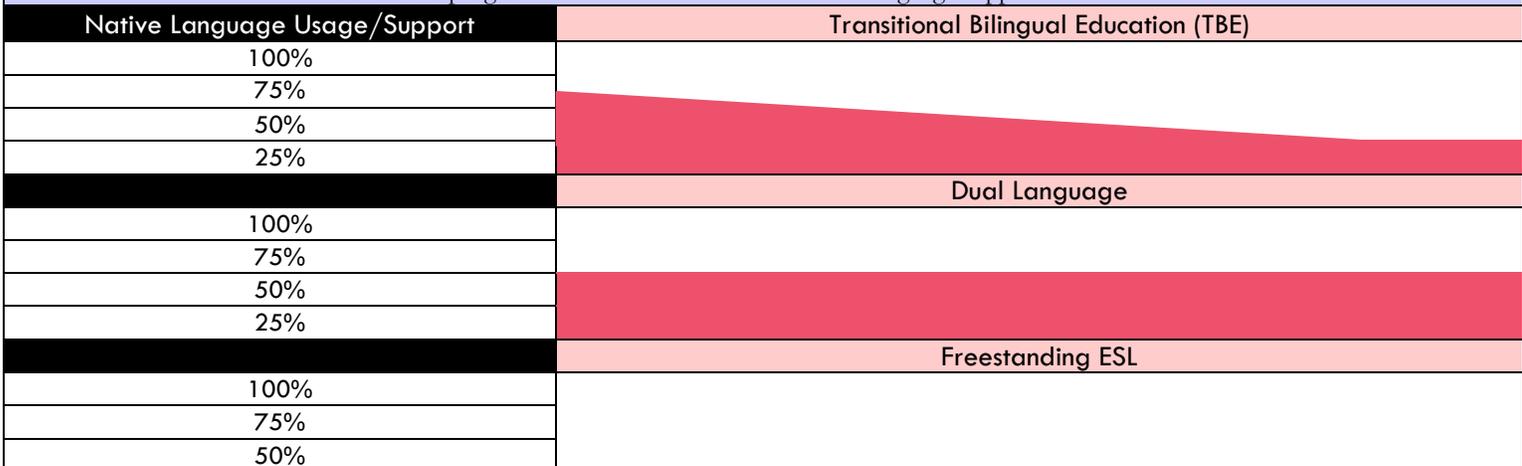
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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



| | | | |
|--|-----------|--------------|----------|
| 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:

School Name: The Forest Park School

School DBN: 27Q097

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|--------------------------|-----------|-----------------|
| Marilyn Custodio | Principal | | 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.