

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **27Q097**

**School Name:**                         **P.S. 097 FOREST PARK**

**Principal:**                               **MARILYN CUSTODIO**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Forest Park School School Number (DBN): 27Q097  
Grades Served: Pre-K through Five  
School Address: 85-52 85<sup>th</sup> 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](mailto:skalogr@schools.nyc.gov)  
Principal: Marilyn Custodio  
UFT Chapter Leader: Filomena Scholl  
Parents' Association President: Naresha Ali  
SLT Chairperson: Kerry McGowan  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Naresha Ali  
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](mailto:mbarton@schools.nyc.gov)  
Phone Number: 718-642-5770 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

Community School  
BFSC: District 27 Director: \_\_\_\_\_  
Director's Office Address: 82-01 Rockaway Boulevard Room 201B Ozone Park, New York 11416  
Director's Email Address: [mbarton@schools.nyc.gov](mailto:mbarton@schools.nyc.gov)  
Phone Number: 718-642-5770 Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Naresha Ali	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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/ Staff	
Patricia Murphy	Member/ Staff	
Kerry McGowan	Member/ Staff	
Karen Tufano	Member/ Staff	
Tasha Gonzalez	Member/ Parent	
Sugeli Carrillo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephanie Morra	Member/ Parent	
Cathy Scurti	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 Careers.

Across all classrooms at P.S.97, the school's common core aligned curricula and integrated instructional shift encourage rigorous habits and higher order thinking skills to meet the needs of all learners. In 2013, the school implemented the new Common Core aligned curriculums (Ready Gen and Go Math) and assessments (school net baseline and benchmarks). The school continues to place a strong focus on literacy and math, and all classes have a wide range of leveled text to meet the needs of all learners. Teachers engage students in literacy lessons that are CCLS aligned to the balanced literacy model, with significant attention given to guided reading and close reading. Across the school there is an ongoing focus on writing and informational texts.

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.

School leaders 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 for 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, observations of teacher practice, identified areas of need and teacher's choice. The school's consistency and frequency of classroom observation practice, and focused conversations with teachers result 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 as Citizen of the Month, Student of the Month, and attendance celebrations, which support students' social and 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 teacher-student conferences.

In order to support the school further in meeting its goal of including all member of the school community, the guidance counselor and the parent coordinator provide exemplary support for parents, including parents of English language learners, and students with disabilities by offering them ongoing professional development in the CCLS and in both English and Spanish. One of our ESL teachers provided parents of English Language Learners with a series of parent workshops to teach parents the skills necessary to help their child succeed both academically and socially. There are clear and established attendance procedures to ensure that student attendance continues to improve. For example, the school is part of a pilot for attendance through the Mayor's Task Force, which began in the 2012-2013 school year. Students who have been targeted for the program receive early morning wake-up phone calls from "Wake Up NYC", an initiative from Mayor Bloomberg, with familiar celebrity voice recordings encouraging students to wake up and get to school. School based Success Mentors demonstrate care and concern by meeting with and encouraging students who have chronic absences to come to school. The ongoing emphasis on the personalization of student attendance results in steady and continuous improved data.

Over the past year, The Forest Park School has taken steps to increase the rigor of instruction across all grades. Instruction is customized to meet individual students' needs, motivating and fully aligned to the Common Core Learning Standards. Teachers set high expectations for all their students through goal setting, progress monitoring, and individual conferences. Students play an active role in their learning. Teachers embed student choice, self-assessment and peer assessment into their daily lessons.

Our instructional focus this school year is to embed ongoing assessment in instruction through the use of thoughtful questioning, on the spot check for understanding and collaboratively created formative assessments. This focus can be seen in the work of grade level teacher teams. Teacher teams review assessment results including student work products. Each grade level administers common assessments (end of unit exams, performance tasks, interim assessments) and they use the results to measure students' progress toward specific goals, which are aligned to the Common Core Learning Standards. Teachers also use assessment results to provide written feedback to students. Their feedback to students is specific, goal oriented and tied to the Common Core Learning Standards. Teacher teams discuss ways they can use assessment data to make informed decisions about appropriate interventions during class, make modifications to daily lessons, and implement strategies to support student progress in identified skills.

Teachers use student work samples, conferencing logs, rubrics, and exit slips, at the end of lessons to analyze students' work and provide them with feedback. There are literacy mid-unit checkpoints, assessments, and end of unit performance tasks for Ready Gen, as well as Go Math performance tasks that are aligned to CCLS in order to gauge student understanding.

This year, we have also improved the collaborative practices among teachers. This school year each grade has two common preps in order to meet to improve instruction and discuss student data and outcomes. Teachers also meet during the 80-minute period on Mondays, in which they discuss ways to modify, customize and improve instruction. Inter-visitations are scheduled for teachers to view model lessons in Ready Gen and GO Math! Administration debriefs with teachers following the visit to discuss how they are going to implement the strategies they observed in their classroom. All teachers on any given grade play an active role in their teacher teams, they all have a voice in the process of evaluating and being proactive in the process. Each 6-week cycle a different member of the team is chosen to be the leader for the upcoming cycle.

For the upcoming school year, we will continue to focus on increasing the level of rigorous instruction in daily lessons as well as the collaborative practices among teachers across all grade levels. We will also focus on strengthening family and community ties. We will work to increase the number of parents that attend daily parent workshops, parent teacher conferences and open school nights. We will also continue to focus on including parents as active participants in the school community. We will look for parents not only to attend events in the building, but to be participants in the planning and organization of events at school. Parents will be invited into classrooms to observe and take part in a lesson with their child so that they can learn how to best help their child meet their goals.

## 27Q097 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	713	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		80.0%	% Attendance Rate	93.4%
% Free Lunch		80.6%	% Reduced Lunch	7.5%
% Limited English Proficient		16.8%	% Students with Disabilities	14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.3%	% Black or African American	4.6%
% Hispanic or Latino		72.7%	% Asian or Native Hawaiian/Pacific Islander	17.6%
% White		2.7%	% Multi-Racial	0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.14	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	7.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		31.8%	Mathematics Performance at levels 3 & 4	46.9%
Science Performance at levels 3 & 4 (4th Grade)		92.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our 2014-2015 written feedback shared from the Principal Performance observation visit indicated that we have ensured that curricula and tasks consistently emphasize CCLS shifts, rigorous habits, and higher order skills and are planned to provide access and engage all learners. In addition, there are elevated expectations for all staff, which is evidenced throughout the community through verbal and written structures (e.g., professional development, planning conferences, walkthroughs, inquiry meetings) that emulate a culture where accountability is reciprocal between all constituents.

Across the school, the school offers a coherent, standards based curricula aligned to the instructional shifts with multiple resources that support learning. Through thoughtful observation, feedback and professional learning systems aligned to the Danielson Framework for Teaching and the specific needs of teachers, support professional growth throughout the school. Professional collaboration is a high priority and the faculty benefits from varied opportunities to share and develop strengths as individual members of the teaching community.

As a school, we must continue to develop teaching practices that call upon students to learn collaboratively, ask questions, and engage in discussions that promote higher levels of thinking. We must continue to further refine the use of supports and extensions to strategically provide multiple entry points so all students reach the highest levels of thinking. We must continue to develop assessment practices to address individual students and subgroup needs, including tools used by teachers and administrators to frequently measure progress of tracked, high-risk students and ensure that students are aware of their next learning steps.

We must continue to deepen the use of teaching strategies linked to the Danielson Framework for Teaching that enables all staff to develop questioning and discussion practices that allow for extension of learning. We will continue to work around the students taking a more active role in the self -assessment of their own work in order to become more fully aware of their strengths and next steps.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, 100% of teachers in grades kindergarten through grade five will continue to develop teaching practices that call upon students to learn collaboratively, ask questions and engage in discussions that promote high levels of thinking through multiple entry points as evidenced by an increase in effective higher order thinking questions designed and posed to promote student thinking and deep discussion practices as measured by Danielson’s Framework for Teaching and evidenced in a 2% increase of effective and highly effective teachers in domain 3b in Advance.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will use higher order questioning and discussion techniques to engage students through the use of Depth of knowledge (DOK) matrix.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Development and Evaluation Coach, grade level teams, administrators</p>
<p>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.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, administration</p>
<p>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.</p>	<p>Students with disabilities, English language learners and other high-need subgroups</p>	<p>September 2015-June 2016</p>	<p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>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.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016, on-going progress will be monitored by administrators through their short frequent observations, looking at student work, and lesson plans.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the written feedback shared at the end of the Principal Performance Observation visit, it was noted that although assessment practices are currently in place, we must continue to further develop our practices to address individual student and subgroup needs. In addition, we must enable our students to take a more active role in self-assessing their own work ensuring that we are making them fully aware of their strengths as well as their next learning steps.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, 100% of teachers will develop assessment practices to address individual student and subgroup needs, including tools used to frequently measure progress of tracked, high risk students while ensuring they are aware of their next learning steps while taking a more active role in the self-assessment of their own work in order for students to become more fully aware of their strengths and next steps. This will be measured by Danielson’s Framework for Teaching and evidenced in a 2% increase of effective and highly effective teachers in domain 3d in Advance.

1.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Groups of teachers will participate in ongoing professional development in the effective implementation of assessment practices and practices to promote student self-assessment and peer assessment. Teachers will use Danielson’s Framework for teaching as a guide when planning instruction and daily assessment (Teachers will engage in inter-visitation to observe effective and highly effective assessment practices in other classrooms.</p>	<p>Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Teachers, Administration</p>
<p>All students will be included in the creation of assessment rubrics and will engage in self and peer assessments. Students will set individual goals based on needs determined through their self and peer assessments.</p>	<p>Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Teachers, Administration</p>
<p>Students with disabilities, ELL and other high need subgroups will be provided with small group, customized instruction in self-assessment and goal setting practices such as using checklists and discussing strengths and weaknesses</p>	<p>Teachers, Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Administration</p>
<p>Families will be invited to participate in workshops in order to gain an understanding of student self-assessment practices and individual goal setting. Families will be invited to observe and interact with their child during a classroom lesson.</p>	<p>Families, Teachers, Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Depth of Knowledge (DOK) wheel, lesson specific assessment checklists, student self-assessments, Danielson Framework, student goal setting sheets. Teachers will use professional learning time to build on their knowledge and pedagogical practices to support student growth.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>	<p>X</p>	<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>	<p>X</p>	<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></p>

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016, on-going progress will be monitored by administrators through their short frequent observations, looking at student work, and lesson plans.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.

ADVANCE feedback and teacher reports from 2014-2015 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 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.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 ELL’s and SWD’s as evidenced by a 20% increase in the ELA MOSL from the baseline to the end of the year assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Learning Committee/Shared Planning Document</p> <p>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>Teacher Team Leaders</p>	<p>S10/15-5/16</p>	<p>Administration</p>
<p>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.</p>	<p>Teacher Volunteers</p>	<p>12/15-4/16</p>	<p>LEAP Program Graduates &amp; Administration</p>
<p>Lesson Study-Using data trends teachers will plan a lesson, observe a colleague, provide low incidence feedback, amend the lesson and observe a different colleague. Teachers will collaborate throughout the process and determine next steps to refine the lesson creating consistency in best practices throughout the grade.</p>	<p>Grade 2</p>	<p>9-15-6/16</p>	<p>Teacher Development Coach</p>
<p>Common Planning Time- To understand 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>9/15-6/16</p>	<p>Administration/ Grade Leaders</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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
- 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 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We will continue to engage in rigorous and coherent curricula in all subjects by:

\*Aligning curricula to CCLS

\*Differentiating instruction to meet the needs of all students

\* Incorporating the ELA/Math shifts into units of study

\*Maintaining coherence across grades and subject areas that promotes college and career readiness

As we continue to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

We will continue to encourage:

\* teaching strategies that include questioning

\* strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products

\*high levels of student thinking, participation, and ownership of work products

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. Due to the fact that many of our students are new to our country, we want to advance them to grade level and proficiency using Fountas and Pinnell Benchmarks. We also want to prepare them for NYS assessments.

Based on our school’s data, 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. We presently have four certified ESL teachers who service our ESL students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of English Language Learners continuously enrolled at P.S. 97Q from October 1, 2015 to June 1, 2016 will have an increase of three reading levels as evidenced by Fountas and Pinnell Benchmark Assessment System.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Administration will lead teachers in using research-based instructional programs and conducting professional development, to impact change:</p> <p>* Teachers will focus on Excellence for ELLs strengthening the specialized skill sets necessary to effectively address the academic and linguistic needs of the diverse ELL population, creating and bolstering programs to support student growth.</p> <p>* Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix.</p> <p>* Teachers will meet in grade-level and vertical teams to review student data gathered from periodic assessments.</p> <p>* A 1-2 level increase In Fountas and Pinnell in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.</p> <p>* Technology support for internet based programs that target analysis of student needs and strategic</p>	<p>Administration, All teachers. All ELL K-5 students</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<p>improvement is used. ESL Online Language Sites: <a href="http://abcya.com">abcya.com</a>, <a href="http://raz-kids.com">raz-kids.com</a>, <a href="http://reading A-Z.com">reading A-Z.com</a>, <a href="http://brainpopESL.com">brainpopESL.com</a>, <a href="http://more.starfall.com">more.starfall.com</a>, <a href="http://destinationreading.com">destinationreading.com</a></p> <p>* Wilson Foundations Program for phonics in grades K,1 and 2 is used.</p> <p>*ELL students in all grades will engage in the appropriate instructional math activities for their grade.</p> <p>*Professional development—Danielson 3b-questioning and discussion techniques.</p> <p>* Our teachers receive training from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas.</p>			
<p>To understand needs and incorporate trust, we will continually seek input and feedback from families, students and teachers through:</p> <p>* Tuesday parent outreach sessions</p> <p>* Student feedback through consultation.</p> <p>* Monthly grade meetings with parents and classroom teachers</p> <p>* Class newsletters to communicate class events</p> <p>* Parent coordinator monthly meetings</p> <p>* Monthly PTA and SLT meetings</p> <p>Strategies to address needs of ELLs:</p> <p>*ELL teachers will use push-in/pull-out model</p> <p>* Students are engaged in many group activities and a strong literacy and language program which are directly related to all curriculum areas.</p> <p>* Before and after school programs to develop language skills that assist ELLs to function effectively in their regular classrooms.</p> <p>* All ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.</p>	<p>All ELL K-5 students</p> <p>All ELL K-5 students</p>	<p>9/2015-6/2016</p> <p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p> <p>Principal, Assistant Principals, ELL teachers, IEP/SETTS teacher</p>

<p>* All ELLs will be encouraged to attend before and after school programs and extended day.</p> <p>* ELL teachers will service all ELLs as required under NYC DOE regulations and guidelines.</p> <p>* The school has two Pre-K classes that focus on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.</p> <p>* Direct instruction and high quality professional development to have a positive and lasting impact on the teachers' performance in classrooms.</p>			
<p>Strategies to increase parent involvement include</p> <p>* Parent coordinator conducts monthly parent workshops.</p> <p>* Related services point person conducts monthly meetings with parents</p> <p>* Parent outreach on Tuesdays from 2:20 p.m. – 3:00 p.m.</p> <p>* PTA meetings</p> <p>* Title I Parent meetings</p> <p>* monthly grade meetings with parents on a rotating basis</p> <p>* 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.</p>	<p>Parents, teachers, students , administrators</p>	<p>9/2015-6/2016</p>	<p>Principal, assistant principals, parent coordinator, teachers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources :</p> <p>* Administrators, Teachers, Parents, Parent coordinator, SETSS teacher, ELL teachers, Guidance counselor, related services providers</p> <p>* Ready GEN, GO Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science</p> <p>* Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.</p>

\* Technological support and Internet based programs

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midpoint benchmark that will indicate school progress toward meeting this goal will be the Ready Gen reading midterm assessments to be completed by January 30, 2016. Also, we will use Fountas & Pinnell benchmark assessments. Growth will be measured against the beginning of the year assessment.

\*On-going progress will be monitored by administrators through observations, looking at student work and lesson plans.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2013-2014 School Environment Survey indicates that 96% of parents are satisfied with the education their child is receiving. 86% of parents indicated that they feel the school offers a wide enough variety of courses, extracurricular activities and services.

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 (2014-2015 QR 3.4).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase of parents and teachers attending regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, PTA) to inform and strengthen the parent and school community connection, as evidenced in, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parent outreach sessions will be conducted by teachers on Tuesdays from September 2015 to June 2016 to effectively keep parents informed of their progress throughout the year.</p>	<p>Parents/Guardians</p>	<p>September 2015-June 2016</p>	<p>Teachers in grades pre-K through 5</p>
<p>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.</p>	<p>Parents/Guardians</p>	<p>September 2015-June 2016</p>	<p>Teachers in grades pre-K through 5</p>
<p>All parents and teachers will be invited to attend regularly scheduled parent and school meetings (PTA, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection.</p> <p>All parents will attend parent/teacher conferences 4 times a year</p> <p>Class Dojo program to foster communication</p>	<p>Teachers and Parents of all students K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, all pedagogical staff, Parent Coordinator</p>
<p>Maintaining outreach logs, feedback from monthly parent meetings, Class Dojo and teacher and parent responses on the School Survey.</p> <p>School trips to museums and other cultural institutions are planned throughout the year.</p> <p>Strategies to increase parent involvement and engagement:</p> <p>Parent coordinator conducts monthly parent workshops.</p> <p>Related services point person conducts monthly meetings with parents</p>	<p>Teachers and Parents of all students K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, all pedagogical staff, Parent Coordinator</p>

<p>Parent outreach on Tuesdays from 2:20-3:00</p> <p>PTA meetings</p> <p>Title I Parent meetings</p> <p>Class Dojo program to foster communication between the teacher and the home</p> <p>Monthly grade meetings with parents on a rotating basis 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.</p> <p>Activities that address the Capacity Framework element of Trust:</p> <p>To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connections.</p>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor											
Ready Gen, Go Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,											
Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc. Technological support and Internet based programs											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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, 2016 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 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	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 small group 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.
<b>Mathematics</b>	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 small group 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	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

		<p>developed for the upper grades using data from benchmark assessments and standardized assessments.</p> <p>Supplemental math programs and test prep models/strategies such 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.</p>		Thursdays for one hour.
<b>Science</b>	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 small group 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.
<b>Social Studies</b>	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 small group 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.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with counseling on their IEP's receive their mandated counseling service.	<p>At-Risk Guidance:</p> <ul style="list-style-type: none"> <li>• Group and individual counseling on an as needed and scheduled basis.</li> <li>• Consultation with administration, staff and parents</li> </ul>	The method of delivery of service is small group instruction	Services are provided during the school day.

		<ul style="list-style-type: none"><li>• Referrals to support agencies</li></ul> <p>Counseling, attendance and behavior modification as well as work study skills, ACS liaison activities and conferring with parents.</p>		
--	--	---	--	--

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
At P.S. 97/ The Forest Park School ensures that staff members are highly qualified by having the Pupil Personnel secretary work closely with the Network Director of Human Services point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and un-qualified teachers. These teachers are set up with an action plan in which they are assigned to inter-visit their colleague's classrooms to view specific lessons. Teachers then have time to de-brief with the teacher on the lesson they observed. Mentors are assigned to support struggling and un-qualified teachers.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers meet during teacher team time as well as during weekly 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. 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).

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.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	360,373.00	X	5A Part3, 5B Part 3, 5C Part 3
Title II, Part A	Federal	220,031.00	X	5C Part 3,
Title III, Part A	Federal	14,796.00	X	5A Part 3, 5B Part 3, 5D Part 3, 5E Part 3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,674,677.00	X	5A Part 3, 5C Part 3, 5D Part 3, 5E Part 3

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> 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) Template

**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 on assessments.

### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 with 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 to 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.

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part D: Parental Engagement Activities

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 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

### Part D: Parental Engagement Activities

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 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 langauge 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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____

**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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>097</b>
School Name <b>The Forest Park School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Marilyn Custodio</b>	Assistant Principal <b>Stella Kalogridis</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Robin Hoffman</b>	School Counselor <b>Cynthia Rodriguez</b>
Teacher/Subject Area <b>ENL-Lauren Strafford-Shiner</b>	Parent <b>Naresha Ali</b>
Teacher/Subject Area <b>ENL-Karen Abramowitz</b>	Parent Coordinator <b>Amelia Joseph</b>
Related-Service Provider <b>Ingrid Reznick</b>	Borough Field Support Center Staff Member
Superintendent <b>Mary Barton</b>	Other (Name and Title) <b>Asst. Prin. Denise De Jesus</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>704</b>	Total number of ELLs	<b>148</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	148	<b>Newcomers</b> (ELLs receiving service 0-3 years)	142	<b>ELL Students with Disabilities</b>	18
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	142	3	14	6	0	4	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	29	27	7	13	13								0
Chinese	1	2	3	0	1	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	1	1	1	2	0								0
Urdu	0	1	0	0	0	0								0
Arabic	4	3	3	6	2	3								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	2	2	1	0	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	11	8	10	4	6	8								0
<b>Emerging</b> (Low Intermediate)	6	12	12	3	1	1								0
<b>Transitioning</b> (High Intermediate)	4	3	5	2	2	2								0
<b>Expanding</b> (Advanced)	3	15	9	6	9	6								0
<b>Commanding</b> (Proficient)	0	4	1	4	2	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	4	2	17	7	8								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	6	0	0	0
4	5	4	1	0	0
5	7	3	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	2	4	1	0	1	2	0	0
4	4	3	2	3	1	1	0	1	0
5	4	4	2	0	1	1	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	2	0	2	4	0	6	1	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DR). Our school uses Fountas and Pinnell Benchmark Assessment, The New York City Performance Task in ELA, Foundations and the iReady Diagnostic. We use a class graph to determine how many levels their students need to improve. Many entering ELL students begin at lower levels and teachers use an assessment that provides a baseline for students writing including mechanics and content. For Kindergarten the NYC Performance Task ELA provides a baseline for the year to help students in their daily writing. Teachers focus on writing traits such as use of transition words to help students improve. iReady Writing. Using these and other formative assessments provides the necessary background about the level of ability for each ELL student. From this data we can determine what students need to improve.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? By analyzing data patterns in the NYSITELL and NYSESLAT assessments we are able to understand students ability levels in speaking, listening, reading and writing. We analyze specific score breakdowns for speaking, listening, reading and writing, so we can focus instruction on our students needs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and ALE). By using the data from the AMAO tool we can focus on the specific subgroups of students and their academic needs. We can determine the most ELL students who were at risk that scored at the Expanding level on the latest NYSESLAT due to the following reasons: last year's attendance, lack of participation in class, and lack of understanding of the material. Teachers may also use the tool to show parents the risk factors due to attendance.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language? In our freestanding ENL program we notice that most ELL students perform higher in math assessments. On most of our assessments the ELL students perform better in their native language. We also use translators for students who speak Arabic and Bengali since the tests are not available in these languages.
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments. School leadership and teachers are analyzing data to drive instruction and provide resources necessary for instructional programs. School leadership and teachers use differentiated materials are differentiated for specific groups of students.
  - The school is learning through results of periodic assessments that ELL students need vocabulary development and background knowledge in most subjects. We have purchased picture dictionaries and word to word glossaries in various home languages for the students to use during instruction.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to SED memo]. We begin our process with Universal Screening which includes the Home Language Identification Survey to identify ELL students. Students then receive targeted ELL instruction in both standalone and integrated instruction, students are invited to attend afterschool programs, where classes are based on their home language.

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
2. include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and re

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 with details

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

Currently, we only have ENL programs in our building. We do not have a dual language or a bilingual program. For our ENL program when the transitioning and expanding students to write and speak with structure and transitions. For students who are fluent in a second language we purchased picture dictionaries and word to word glossaries for students in Spanish, Arabic, Chinese and Bengali. The students may be partner

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

All ELL students complete benchmark assessments and performance tasks. We evaluate the success of our program by frequently monitoring goal. We look at the ELL subgroup on the New York State English Language Arts and mathematics assessments to determine whether our students are meeting the goal. 37%. Our scores are moving in the right direction we know that we can improve significantly by providing instruction that matches the needs of our students. Service providers collaborate with classroom teachers to look at both formative and summative assessments and plan for students' needs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

We complete the ELL Identification Process within 10 school days by working closely with our pupil accounting secretary. She informs the ENL teachers of all new admits during the registration process, so that the ENL teachers help with the parent interview and completion of the HLIS. 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. The HLIS is available in all home languages spoken by our students and their families. This initial screening interview is conducted by one of our four trained NYS ESL certified teachers: Robin Hoffman, Yiwen He, Karen Abramowitz, and Lauren Stafford-Shiner. Translation services are available by Robin Hoffman (in Spanish), Yiwen He (in Chinese) and we also have a staff member who translates in Arabic. This survey and

interview informs staff as to the language used in the home. The correct language code is then entered into ATS by 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 NYSITELL 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 NYSITELL is administered within ten school days of initial enrollment. In addition, if the child's home language is Spanish they will also be administered the Spanish LAB . The NYSITELL results are scanned and used to identify ELLs immediately, so the newcomers will get English language development services as soon as possible. This process is completed in 10 days. The Spanish LAB will be used to determine language dominance. Once the student is enrolled into the ELL program, the student is given English support services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We begin determining SIFE status at the time of the completion of the Home Language Identification Survey and it must be completed within 30 days. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification process. We administer the oral interview questionnaire. The Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The SIFE For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). As per CR Part 154, we have up to one year to make a final determination of SIFE status which may be reflected in their student work. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT team will identify newly enrolled students with IEPs on a case by case basis. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Students with IEPs who may have learning disabilities that strongly interfere with their language acquisition may not be required to take the NYSITELL or receive ENL services. The team consists of an administrator, ESOL teacher, IEP teacher, a qualified interpreter, and the student's parent. The LPT presents their decision to the principal . The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language . th etimeline to reject the LPT recommendation is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL teachers inform parents of their child's entitlement and/or non entitlement based on the NYSITELL or NYSESLAT test results. Entitlement/non entitlement letters are distributed to parent and they are notified within five school days. Our ENL teachers, Robin Hoffman, Karen Abramowitz and Lauren Shiner are each responsible for distributing and keeping on file entitlement and non-entitlement parent notification letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will receive written notification either to consent or appeal the ELL decision. This will allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. The ENL teachers, Robin Hoffman, Karen Abramowitz, and Lauren Shiner distribute entitlement letters which inform the parents that they have 45 days to appeal an ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After students are administered the NYSITELL and the student is deemed entitled to receive 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 program. We reach out to parents during our parental engagement block of time on Tuesdays from 2:20-3:35 p.m. Parents are invited at this time to discuss the three program choices and complete the parent survey and selection forms. 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 and Parent Coordinator, Amelia Joseph. During these orientations, the process, outreach plan, and timelines are included. Parents view a video that explains all the program choices . Parents also receive literature from the NYCDOE website about the three programs for ELL students in their home language, and may 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. The parent choice letters are kept on file as a record of their

selection. Parents that opt to take the parent survey and program selection form home have five days to return the form. If the form is not returned, the teachers call home and have parents come during the parent engagement block or another more convenient time.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
After our parent orientation meetings for newly identified ELLs, we distribute and collect parent surveys and program selection forms in the appropriate home language. We store parent surveys and program selection forms in a compliance binder. Our parent coordinator, Amelia Joseph, keeps count of the parent program choices. The results are entered into ATS on the ELPC screen by an ENL teacher and the pupil accounting secretary. Our ENL teachers send second notices home and collect notices daily until all notices are received. They may also follow up with phone calls to remind parents that the forms are needed. We meet with parents or call them to retrieve forms or address concerns.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teachers use a checklist with student names and mark which students have returned their forms. The ENL teachers collect the forms and kept in a compliance binder. Our secretary also looks at the ELPC report on ATS to determine which students have a parent choice entered. Those parents that have not made selections will receive a phone call and second notice. Teachers will collect forms daily until all have parents have responded with a choice. Parents are invited to school discuss their questions and concerns.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Students are listed on a roster and before teachers begin the ENL program letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The teachers have developed an organization system and keep all documentation in a binder and in the students' cumulative folders. Copies of these forms are retained while the student is enrolled in our school. The binder is organized by year and by grade. We keep track of how many parents chose ENL, Dual Language and bilingual across the grades.
11. 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.  
After checking each ELL student listed on the RLAT, the testing coordinator designs the NYSESLAT testing schedule. The list of eligible students comes from RLER report. ESL teachers administer the speaking part of the test individually to students. The test begins early in the testing window to ensure that there is ample time for makeups. After that, ESL teachers and proctors administer the NYSESLAT test on three consecutive days ensuring that all testing accommodations are provided. The make-up days begin right away and continue throughout the testing window if necessary.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Students are listed on a roster and before teachers begin the ENL program letters are distributed. A copy of the letter is retained and kept in a compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing past Parent Survey and Program selection forms, it has become apparent through the rising trend is that the parents prefer the English as a Second Language (ENL) 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 ENL program is to enable the students to function effectively within the classroom environment. Out of the 148 ELLs, 147 chose ENL over dual language or transitional bilingual programs as shown on the Parent Survey and Program Selection Forms returned. We are aligned with parent choice by offering the ENL program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

For the school year beginning in September 2015 we will have a Kindergarten self contained classroom of ELL students. The students will be grouped heterogeneously providing both standalone and integrated instruction within the classroom . The teacher has both a common branch license and TESOL certification. In grades one through five, students are grouped according to proficiency levels and grade. The students are pulled out and work in a designated areas with an ENL teacher who delivers standalone instruction and then teachers use the push in model to provide integrated instruction in the classroom. The number of minutes are determined by the students proficiency level. Students are grouped by level. For example, entering and emerging students students are pulled out together and commanding and proficient students are pulled out together. During standalone lessons the ENL teacher focuses on the English skills that needs to be improved. For the integrated model, ENL teachers collaborate with the classroom teachers to see what areas need strengthening. The areas focused on are ELA for some groups and content areas for other periods.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In our freestanding ENL program, ENL teachers work with administrators to create a schedule including blocks of time in minutes to ensure that students are being serviced according to their levels and the mandated time in a integrated or stand alone model. Kindergarten and grades 2-5 ELL students will be serviced by teachers who hold both a common branch and ESOL license. Therefore, the requirements for both integrated and standalone instruction will be met during the program without additional programming concerns.
3. Describe how core content is delivered in each program model. 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.

ENL teachers provide both standalone and integrated instruction using the common core based programs: Ready Gen and Go Math. Teachers work with classroom teachers to provide support for ELL students during both models of instruction. Teachers have had training in the Universal Design for Learning and use multiple entry points when delivering instruction. Teachers build background and vocabulary by using graphic organizers or images on the SmartBoard. Lessons may include videos from Brain Pop, iReady, Starfall and Raz Kids. Teachers use higher order thinking questions and open ended questions, facilitate discussions and provide opportunities for students to turn and talk and discuss key points. Teachers model skills and strategies, provide guided instruction and independent work for students when learning content.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are evaluated in NYS mathematics and science in their home language (for high incidence languages). We also provide oral translations for assessments throughout the year in subjects other than English Language Arts. Our math program GO Math has Spanish texts and assessments for students. Students have the opportunity to use picture dictionaries and word to word glossaries to help with academic vocabulary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students are evaluated in listening, speaking, reading and writing using periodic assessments, formative assessments and teacher observations. We have an assessment plan in which teachers identify which assessments would provide the most useful information and drive instruction. Students complete the Fountas and Pinnell Benchmark Assessment three times a year to assess their guided and independent reading levels. Students also complete the baseline and end of the year New York City Performance Task in ELA. In addition, teachers administer Ready Gen Performance Based Assessments at the end of each unit. Teachers also provide activities using dictation to determine if students are developing listening skills. Teachers evaluate students in speaking through class discussions and group work. ENL teachers also create their own assessments in the four modalities of listening, speaking, reading and writing.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

6. ELL students are grouped to receive services based on their level of language proficiency. Teachers of all levels must provide expert modeling, language rich environments, visuals, allow ample wait time and provide opportunities for students to interact. The focus for all groups is to build background knowledge and develop vocabulary and use all four language modalities. Lessons for each subgroup are differentiated according to their needs and abilities.

a. Once the SIFE students have been identified, ENL teachers must provide students with a language rich environment, scaffolded instruction, extended time, reteaching strategies, use of manipulatives, use of technology and other multiple entry points for lessons. Phonics skills are reinforced through Foundations and guided reading lessons using texts of high interest and low readability level. 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. Students at this level are invited to the LEARN morning program. They use a web-based program called Mindplay. This program includes a diagnostic and students complete individualized ELA lessons. Most of the lessons are phonics based on that level. SIFE students are also invited to the afterschool Title III program. This program includes students grouped according to proficiency levels with materials and resources customized to meet the needs of entering and emerging students.

b. For Newcomers we use many of the same techniques to help these students to adjust to their new surroundings, and enable them to function effectively in their regular classroom. Texts used are predictable and patterned. Teachers provide listening opportunities. Students label diagrams using their new vocabulary. Teachers also partner students with proficient speakers to help students develop vocabulary and understand concepts. Teachers use visuals and graphic organizers are other tools that teachers use to help students understand content.

c. For Developing students teachers will ask open-ended questions to facilitate listening and speaking skills. Teachers will help students to build a high frequency vocabulary and word banks. Teachers work with students to make connections and use prior knowledge to understand new content, introduce a variety of genres and text features, steadily increase production of academic vocabulary and provide a variety of writing opportunities.

d. Long term ELL students will be provided with English language instruction and instruction in the content areas of math, science, and social studies. Although we do not currently have any long term ELL students teachers should plan collaboratively throughout the year to develop units with embedded language and literacy skills, which they then teach across all subjects.

e. Former ELLs will be provided with opportunities to synthesize, analyze and evaluate oral and written communication. Students are encouraged to use reference materials and technology independently. Students will lead group discussions and participate in student generated presentations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal will consult with the ELL and classroom teachers and the parent, and review assessment data and performance based assessments. If the principal, based on the recommendation of the child's teachers and parent, believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student through morning and afterschool Title III programs.

8. 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?

Teachers of students that are ELLs and SWDs use multiple entry points to reach all students. All classes from K-5 use the Ready Gen and Go Math programs which are common core aligned and provide scaffolded activities for both ELLs and SWDs. Teachers of grades K-2 use Foundations a phonics based program which also has double dose lesson plans for students who have difficulty with phonics skills. Ready Gen vocabulary and grammar activities are built into lessons to help students with English language development. We also have subscriptions to individualized web based programs, such as iReady in literacy and mathematics, Mindplay in phonics and literacy, Raz-Kids for independent reading, Reading A-Z for shared reading and literacy lessons for teachers, and Brain Pop. Our students have access to their own accounts and develop vocabulary and skills through prescriptive lessons and activities that each of the programs provide. ENL teachers also build background knowledge using videos and teacher created materials.

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

Programming includes both opportunities for students to work in small groups outside of the classroom and integrated instruction in literacy and the content areas. ELL students with IEPs that are in ICT, self-contained or general education classrooms work in

Chart

the classroom with Special Education teachers and ELL teachers. Both teachers understand the IEP goals and use various strategies to help students meet their goals.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

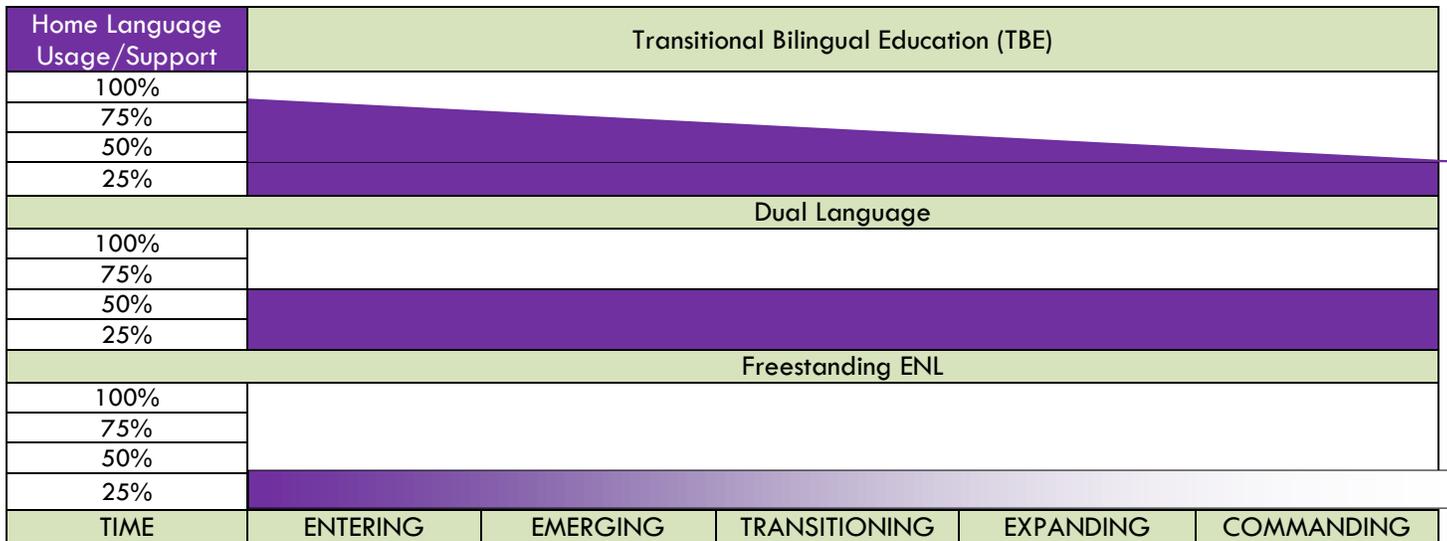


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Our targeted intervention programs for ELLs in ELA, math and other core content areas that supplemental services to grades 1 -5 during afterschool. We offer a morning program for SIFE students. Programs are leveled by subgroups and grades. Teachers in these programs use classroom data to determine which students need futher development and extra support in certain areas. 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 their classroom both socially and academically. 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 ENL and classroom teachers use summative data and other formative assessments to group students and to plan lessons. This data is helpful when planning lessons. 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 and cluster teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program includes both standalone and integrated ENL instruction. Students get pulled out to learn the academic vocabulary and content necessary to succeed in the regular classroom curriculum. Then ENL teachers work alongside classroom teachers to provide push in services to help students with classroom work and provide support and strategies. By reviewing assessment data, performance based assessments and state assessments of content and language development teachers determine student progress and the effectiveness of the program.
12. What new programs or improvements will be considered for the upcoming school year?  
This year our ENL teachers will have more common planning periods and common planning periods with the teachers of grades they service. ENL teachers should collaborate with classroom teachers and other service providers to improve alignment in the curriculum. There will be equal amounts of integrated and standalone instruction for students. This year we will begin the morning and afterschool programs earlier in the year.
13. What programs/services for ELLs will be discontinued and why?  
At this time there will be no programs discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLS are invited to all available programs. In addition, ELLs are offered afterschool and morning programs in our building. SIFE students and entering ELLs are offered both morning and afternoon sessions. ELLs in grades 1 -5 that are on Entering through Expanding proficiency levels are offered the afterschool program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Throughout the building we use the Ready Gen and Go Math Programs for ELA and math curriculum. However, ELL students have scaffolded strategies and reteaching activities that provide supports if needed. We have many technology programs available to ELL students including web based programs such as: MindPlay( phonics and vocabulary), Raz Kids (independent reading and comprehension), iReady (literacy and mathematics), and Brain Pop (videos on content material). In addition, each classroom is equipped with SmartBoards and digital tools for instruction.  
Other materials purchased for afterschool programs include:  
Evan Moor Phonics for Entering students in Grades 3-5  
Getting Ready for NYSESLAT Grades K-5  
Finish line Math Level 2-5  
Strategies for Success (Triumph) Math Level 4  
Finish Line ELA Level 2-5,  
Picture Dictionaries (Bengali, Arabic and Spanish) for entering subgroups
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language is supported whenever possible through the use of oral translators, copies of exams in high incidence languages, bilingual glossaries and dictionaries as well as picture dictionaries in Spanish, Chinese, Bengali and Arabic and google translations. Teachers use visual and diagrams to support students in understanding vocabulary and content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The school ensures that all required services and resources support ELLs' ages and grade levels by using research based programs that correspond to the Common Core Learning Standards and NYSITELL and NYSESLAT results. Students are grouped according to levels and ENL teachers collaborate with administrators to determine what materials are needed for different groups of students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs meet their ENL teacher who helps students to adjust to their new surroundings by providing students with a tour of the building and helping students learn BICS to function in daily routines. ELL students are partnered with students who have higher proficiency levels that can help them to communicate in the classroom. The parent coordinator reaches out to ELL parents through email and provides notices in home languages. The guidance counselor is bilingual and can assist students who may have difficulty adjusting or need more support. Other staff members who are bilingual include the speech teacher, social worker, school psychologist and ENL teacher. All bilingual staff members help students with understanding school routines and expectations.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All ELL teachers work collaboratively on the continuous improvement cycle which involves looking at student work, analyzing the achievement and instructional gaps, developing goals, creating formative assessments, sharing best practices and evaluating progress. They also work with classroom teachers whose students are serviced. Professional development may include visits from a consultant to provide workshops in strategies for ELLs. Other professional development sessions may include webinars, action research, DOE and district level training. ELL teachers are given a common preparation period weekly for common planning.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ELL Teachers have received training in Ready Gen and Go Math, the common core aligned curriculum that we use in the building. Teachers attend workshops through the district and DOE. We also have consultants present workshops to teachers in literacy, mathematics and other content areas. Teachers also collaborate with colleagues to share best practices in meeting the standards.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All students including ELLs attend assembly programs and articulation as the local middle school representatives determine where students will be placed. We have workshops for parents to understand the application process and the end of the year transition. All workshops are translated in Spanish. The bilingual guidance counselor also meets with individual parents to answer questions about the screening process, admission procedures and review the student's academic records. The counselor offers the options that are available and any extra curricular activities. She also provides them with the contact information for the admissions coordinators at each middle school. Our ENL teacher, Lauren Shiner, works with fifth graders and collaborates with fifth grade staff to ensure that students are prepared to write paragraphs and essays using proper structure.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The school provides professional development for all teachers in ENL. Workshops and professional learning include webinars, CITE consultations and outside professional development. In addition, ENL teachers attend training related to the ELL Policy and Reference Guide and CR Part 154. ENL teachers also share best practices with special education teachers. ENL teachers may attend outside workshops, district workshops or intervisitations on ELL related topics. Agenda and sign in sheets are collected along with any other artifacts from the meetings.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Individual meetings are held for parents throughout the year. Parents may meet with ENL and classroom teachers to discuss goals, language developments and language proficiency results on Tuesdays during parent engagement or at other scheduled times during the school day. Translators are hired for some scheduled meetings or staff members translate as needed. ENL teachers provide parent orientation workshops at the beginning of the year to discuss goals and answer questions about the ENL program. They also provide information about resources for parents to use at home.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

2. Teachers maintain parent engagement communication logs. Each meeting has a sign in sheet. Our ENL teacher provides ESL classes for adults on Tuesday afternoon during parent engagement.

3. 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 helps ELL parents to provide 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 provides training and information to help families understand their children's development and how to support the changes the children undergo.

- The school provides ELL parents with information about school programs and student progress. This includes 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 encourages parent volunteerism and makes every effort to match the experience and talents of our parents to the needs of the school.

- The school works to assist ELL parents in having meaningful roles in the school decision-making process. The school provides parents with training and information so they can make the most of this opportunity.

- ELL Parents attend 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. ELL Parent Orientation meetings will be provided on an individual, as needed, basis for new admits throughout the school year. There is also an ELL Parent workshop on the NYSESLAT format.

- Teachers and staff members present interactive read-alouds to parents and students. Read-alouds include holidays and folktales that originate from countries around the world. Cultures are celebrated and tolerance is encouraged.

Our Parent Coordinator is responsible for promoting parental involvement and addressing parental concerns. Parent involvement will include:

At our parent orientation service providers and staff members are introduced to parents. Important routines and safety issues are presented and translated.

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, the school's parent coordinator and administration. 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 events

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school helps 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. 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

5. How do you evaluate the needs of the parents?  
We use the data from the school survey to understand parent concerns. Parents are invited to our building on a regular basis for workshops and meetings. At these meeting needs and concerns are addressed by our family assistant or an administrator. The School Leadership and PTA representatives discuss parent needs with administration and teachers.
6. How do your parental involvement activities address the needs of the parents?  
Our parental involvement activities include topics that parents have requested. We have workshops that teach adult English, literacy and math strategies, strategies to prepare students for NYS assessments, physical and mental health issues workshops and craft and holiday activities. The parents look forward to the workshops and new skills they are learning. They complete a short survey at the end of each workshop and provide feedback about ways to improve the workshops.

#### **D. Additional Information**

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



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q09**

School Name: **PS97Q The Forest Park School**

Superintendent: **Mary Barton**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The information offered on the Home Language Identification Survey form indicates the languages spoken in our school community and many families need translation and interpretation. ATS (RHLA) 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages for both written and oral communication include Spanish, Bengali, Philippino, Chinese, Mandarin, Arabic and Urdu.

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Blue cards, registration forms, 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  
Afterschool and morning program notices  
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  
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  
Emails  
Disciplinary letters  
Conference Appointment Letters  
Health notices

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Orientation/Meet the Teacher /Sept  
Parent Teacher Conferences/Nov., March, & May  
Parent Engagement on Tuesday Afternoons,  
guidance counselor meetings,  
IEP meetings and meetings with other service providers.

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We meet translation needs through a number of different methods. We use The Department of Education Translation & Interpretation Unit to provide translation and interpretation services for daily correspondence. With planning and scheduling translation services accepts request forms for translations and completes the translations within 10 days of receipt of the document. We also have staff members who are bilingual and translate notices for parents in Spanish, Arabic and Chinese. In addition, we use google translate for emails.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

With planning and scheduling we have interpreters available for all face-to face meetings. We hire translators for parent teacher conferences and orientations. The principal, guidance counselor, social worker and psychologist are all bilingual. We also have other staff members who translate for meetings. Parents and friends in our school community are also available to translate for each other. We also use interpreters for NYS math and science tests and other interim assessments for those students speak and languages in which assessments are not available.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We distribute fliers to staff members for over-the-phone translation and interpretation services. We also distribute the language identification guide to teachers and staff members to identify which language they need interpreted.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 for activities such as parent teacher conferences, parent night (meet the teacher), ELL parent orientation and NYS testing workshops. A copy of such notification will also be kept in the main office as well as in the Parent Coordinator's office for review if needed. ELL parents indicate their oral and written communication preference on the Home Language Identification Survey. This information is entered into ATS and notices are generated for families based on their language preference.

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use parent meetings and workshops to obtain feedback from parents. We also use the parent survey to determine if parents are satisfied with interpretation and translation provided at our school. We want parents to feel comfortable and understand information about their child and his/her progress. We have informal conversations at Parent Teacher Conferences to monitor if parents are satisfied with translation services.