



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** SHORACKAPPOCK SCHOOL

DBN: 06M098

PRINCIPAL: MARITZA A. RODRIGUEZ      EMAIL: MRDRIGUEZ23@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELSA NUÑEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Maritza A. Rodriguez	*Principal or Designee	
William Guerrero	*UFT Chapter Leader or Designee	
Elizabeth Alvarez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Wanda Hall	Math Coach	
Claudia Peralta	Teacher, grade 3	
Kyle Pfortmiller	Parent	
Patricia Terrero	Parent	
Matthew Tietter	Teacher, grade 4	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- To enhance the quality of student writing.
- By June 2012, 75 % of K-5 students will achieve grade level performance as measured by a task that meets the CCSS in a written response to informational texts.

### **Comprehensive needs assessment**

After analyzing results from both formal and informal assessments (DRA, Writing Assessments, Student/Teacher conferences, Professional Learning Teams) we identified the following needs:

- Students need to learn genre specific vocabulary.
- Students respond to questions according to their thoughts and feelings. Our goal is to have children respond using evidence from a text.

### **Instructional strategies/activities**

- The literacy coach and teachers will refine the rubrics for the writing units of study in order to assess student writing and address all ELA CCSS for their grade. The CCSS addressed are #1, #10, and #2.
- Professional development will be provided on how to assess students' writing in response to a task.
- Teachers will be supported in implementing a task by applying the CCSS and increasing the sophistication of the task from grade to grade through Professional Development.
- Teachers will participate in grade meetings to discuss best instructional practices in writing.
- Staff will administer, collect and review data from the Writing Assessment.
- Collect exemplars of student work that meet the criteria of a CCSS task. Exemplars will be analyzed and the results will be used to group students, differentiate instruction, and identify next steps.
- Teachers will summarize their students' results in writing to determine overall class improvement in writing.
- Inter-visitations will be scheduled so that teachers may view best practices in teaching writing.
- Teachers meet with the Coaches and discuss the practices they have observed, and plan how to implement these practices in their own classroom.

### **Strategies to increase parental involvement**

Provide workshops for parents to:

- Inform them of our instructional goals so that they may reinforce skills taught in school and thereby support student learning
- Explain the CCSS so that they are aware of the Department of Education's expectations for writing
- Handwriting Without Tears (handwriting program) so that they may support both penmanship and writing skills in the early grades.
- Send home a Family Letter, along with a Curriculum Calendar and a rubric for each Unit of Study, so that parents are aware of what is being taught, and the performance expectations in order that they may support classroom work.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Administrators conduct frequent walkthroughs and observations. Instruction is also monitored by classroom visits, monitoring of periodic assessments administered by teachers, discussion of data at grade meetings, and meetings with individual teachers.

- A schedule will be planned and funds (SINI and Fair Student Funding) will be allocated to facilitate planning time for professional development for administrators and teachers to ensure that the CCSS for planning and instruction are met.
- Funds (SINI) will be allocated for after school planning session where HQT will revise our writing units of study to incorporate the CCSS.
- Teachers will receive professional development on how to integrate the CCSS within the units of study in writing and develop appropriate teaching points and tasks.
- Professional Development will be provided in effectively utilizing rubrics to gather data. Data will be analyzed to identify strengths, areas of growth, and develop strategies to improve student writing.
- New teachers receive ongoing support from the Literacy Coach. In addition they are paired with a Mentor.

**Service and program coordination**

Our SES programs are carefully chosen so that their curriculum supports our goals; the administration and the Instructional Team works closely with the program director to analyze the data generated by their assessments and inform next steps. Programs such as Urban Voices, Rosie's Theater Kids, Wellness In The Schools, Chess in the Schools, City Harvest, Mighty Milers, and Little Kids Rock provide enrichment opportunities which support our goals in language and vocabulary development, content language development, background knowledge and our writing goals.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Title I SWP, Title III  
\* possible book donations through Donorschoose.com

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

Students in the K-5 will show progress in using evidence to support their opinions based on an analysis of an informational text.

Teachers will collaborate on their instructional practices to increase student achievement in using evidence to support their opinions as measured by a 75% growth in proficiency levels based on a rubric aligned to the CCSS.

### **Comprehensive needs assessment**

Based on analysis of student work by Professional Learning Teams the following needs were identified and will be addressed:

- Make students familiar with non-fiction writing.
- Expand content knowledge and vocabulary.
- Help students become familiar with current events.
- Improve critical thinking.

### **Instructional strategies/activities**

- Teachers will refine the informational writing rubric in order to assess students' writing.
- Teachers will revise the rubrics for informational writing so that they are aligned to the CCSS.
- A team of teachers will revise the curriculum calendar to include more nonfiction/informational units.
- Students will complete a task that requires them to read and analyze informational texts and express an opinion, based on evidence from the texts.

### **Strategies to increase parental involvement**

- Inform parents of trips and places to visit that support content area vocabulary and provide background knowledge.
- Send home Times Magazine for Kids so that parents can discuss current events with their children and support the goals of the school to meet the CCSS.
- Journal writing so that the parents can support their children in formulating opinions that are logical and supported by text based evidence.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Administrators conduct frequent walkthroughs and observations. Instruction is also monitored by classroom visits, monitoring of periodic assessments administered by teachers, discussion of data at grade meetings, and meetings with individual teachers.

- Professional Development will be provided in effectively utilizing rubrics to gather data.
- Data will be analyzed to identify strengths, areas of growth, and develop strategies to improve student writing.

**Service and program coordination**

Our SES programs are carefully chosen so that their curriculum supports our goals; the administration and the Instructional Team works closely with the program director to analyze the data generated by their assessments and inform next steps. Programs such as Urban Voices, Rosie's Theater Kids, Wellness In The Schools, Chess in the Schools, City Harvest, Mighty Milers, and Little Kids Rock provide enrichment opportunities which support our goals in language and vocabulary development, content language development, background knowledge and our writing goals.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Title I SWP, Title III  
\* possible book donations through Donorschoose.com

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

To build critical thinking skills in math through problem solving.

By June 2012, 75 % of students will score on grade level on math tasks developed collaboratively by teacher teams and graded using a rubric that is aligned to the CCSS.

#### **Comprehensive needs assessment**

After analyzing Math portfolio tasks and unit tests open response questions we identified the following areas of need:

- Critical thinking.
- Explaining mathematical thinking.
- Demonstrating the steps taken in problem solving

#### **Instructional strategies/activities**

- Teachers will engage in group planning utilizing the Common Core State Standards (CCSS) and students' performance results from the NYS Assessments and Math Portfolios.
- Align the Everyday Math curriculum to the CCSS (#3 and #4) to assess whether all content strands are addressed.
- Teachers will engage in professional development to strengthen their understanding of the Common Core State Standards.
- The students will be able to analyze their own thinking when responding to math questions, by accurately constructing and defending logical steps when solving problems.
- A team consisting of the school administration and coaches will be established to meet with students to discuss problem solving skills several times throughout the year.

#### **Strategies to increase parental involvement**

- Workshops on problem solving so that parents can support their children with problem solving.
- Copies of the Everyday Math Family Letter to inform parents of what skills are being taught throughout the unit.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Administrators conduct frequent walkthroughs and observations. Instruction is also monitored by classroom visits, monitoring of periodic assessments administered by teachers, discussion of data at grade meetings, and meetings with individual teachers.

- Professional development will be provided to give teachers an overview of the problem solving process.
- The Math Coach will provide professional development in using the scoring rubric to score extended response questions
- The Math Coach will facilitate meetings so that teachers can review extended response questions and know how to analyze responses.

**Service and program coordination**

Our SES programs are carefully chosen so that their curriculum supports our goals; the administration and the Instructional Team works closely with the program director to analyze the data generated by their assessments and inform next steps. Programs such as Urban Voices, Rosie’s Theater Kids, Wellness In The Schools, Chess in the Schools, City Harvest, Mighty Milers, and Little Kids Rock provide enrichment opportunities which support our goals in language and vocabulary development, content language development, background knowledge and our writing goals.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Title I SWP, Title III

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

To increase student proficiency in technology.

By June 2012, 85% of students in grades 2-5 will use technology to conduct research, write final reports in a computer using Microsoft Office (Word, PowerPoint, and Excel), and create presentations using Smart Board technology. 85% of students in grades PreK-1 will be expected to know how to use the keyboard and the mouse in their applications in the computer

### **Comprehensive needs assessment**

Based on classroom and technology teacher feedback we have identified the following need:

- To increase student competency in Technology.

### **Instructional strategies/activities**

- Students in grades K-2 will experience age appropriate instruction in keyboarding via *Type To Learn Junior* (Academic Version) by Scholastic.
- All classes grade 3-5 will have access to a computer (classroom or computer lab) to publish their final work of the unit of study for ELA, Science, Social Studies, or Math.
- Technology will be integrated in research for Math, Science Social Studies and/or ELA using the Internet or other educational software where possible.
- Maintain the computer lab and purchase website subscriptions to educational websites and software that will help the students bridge the digital divide.
- The use of laptops will be implemented in the classrooms so that the students and the teacher will be able to complete their papers.
- Smart Boards will be purchased for upper grades

### **Strategies to increase parental involvement**

- Technology workshops for parents in order to teach them the skills needed to utilize technology.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Administrators conduct frequent walkthroughs and observations. Instruction is also monitored by classroom visits, and monitoring of student use of technology.

- Teachers will participate in training in the use of the laptops so that they can use the laptop-cart in their classrooms.
- Professional development will be provided to teachers in the use of Smart Boards.

**Service and program coordination**

Our SES programs are carefully chosen so that their curriculum supports our goals; the administration and the Instructional Team works closely with the program director to analyze the data generated by their assessments and inform next steps. Programs such as Urban Voices, Rosie's Theater Kids, Wellness In The Schools, Chess in the Schools, City Harvest, Mighty Milers, and Little Kids Rock provide enrichment opportunities which support our goals in language and vocabulary development, content language development, background knowledge and our writing goals.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Title I SWP, NYSTL funds

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

To increase the number of students meeting the Science state standards.

- By June 2012, 70% of students in Grades 1-5 will meet science state standards Student progress will be measured by Foss Assessment (Grades 1-3 and 5) and NYS Science Exam (Grade 4).

### **Comprehensive needs assessment**

After analyzing Foss test results we identified the following needs:

- Increase content knowledge and vocabulary.
- Improve critical thinking.

### **Instructional strategies/activities**

- All classes will implement the Foss Science Core curriculum and the Harcourt Science program.
- Science content will be integrated, where possible, into the Balanced Literacy Block.
- Maintain Science Lab and Science Cluster teacher.
- Unit Assessments will be administered at the end of each unit by the classroom teachers (grades 1 and 2) and the Science cluster teacher (grades 3-5).
- Inquiry based assessments will be administered in the Science Lab.
- Students will be encouraged to use Independent Research Method (IIM) to engage in individual and group science research projects.
- Smart Board technology will be incorporated into the science lab.

### **Strategies to increase parental involvement**

- Bi-Monthly newsletters will be sent home in order to inform parents so that they may support the content being taught.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrators conduct frequent walkthroughs and observations. Science teacher will be provided the opportunity to attend outside PD pending the availability of funding.

### **Service and program coordination**

Our SES programs are carefully chosen so that their curriculum supports our goals; the administration and the Instructional Team works closely with the program director to analyze the data generated by their assessments and inform next steps. Programs such as Urban Voices, Rosie's Theater Kids, Wellness In The Schools, Chess in the Schools, City Harvest, Mighty Milers, and Little Kids Rock provide enrichment opportunities which support our goals in language and vocabulary development, content language development, background knowledge and our writing goals.

**Budget and resources alignment**

Tax Levy Fair Student Funding, Title I SWP, NYSTL funds

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	29	0	N/A	N/A	0	0	0	0
<b>4</b>	27	0	N/A	N/A	0	0	0	0
<b>5</b>	24	0	N/A	N/A	0	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Certified reading teachers provide support to students functioning well below grade level. They use a push-in model during the Balanced Literacy Block and a pull-out model of small groups of students during other parts of the day (4-5 days a week depending on student need).</p> <p>Small group work is focused on scaffolding tasks to meet the needs of children having difficulty with grade level work.</p> <p>The AIS Program focuses on targeting students who work in a small group setting. Guided reading is implemented during this time. Reading comprehension strategies, vocabulary development, and grammar are the main focus during these instructional periods. Time is allotted so students engage in class discussions that pertain to their reading and support the genre being used in their current class.</p> <p>The AIS team uses a variety of programs to support the small group instruction model. Some of these programs are Wilson, Voyager and Write! Provided. These programs are used based on student need.</p> <p>The WILSON reading program is used to develop basic decoding and writing skills. Vocabulary and fluency are also components of the program.</p> <p>The VOYAGER Program focuses on reading, comprehension, vocabulary development, word study and fluency.</p> <p>The WRITE! Program is used as a supplemental tool to reinforce writing mechanics and further develop knowledge of grammar, editing skills, and evaluation of students' written work.</p>
<b>Mathematics</b>	Support is provided to students during the extended day program.
<b>Science</b>	Throughout the school year at risk students in grades 2-4 will be provided supplemental science instruction, both hands-on and textbook based by the science cluster teacher.

<b>Social Studies</b>	Using the NY State Core Curriculum, NY City's Units of Study, <i>Horizons</i> , and the Understanding by Design Model, students at risk will be identified and receive Tier I or II services in the classroom.
<b>At-risk Services provided by the Guidance Counselor</b>	At risk services are provided as needed, based on student needed.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist does not provide at risk services at the present time.
<b>At-risk Services provided by the Social Worker</b>	Social Workers will provide consultation services to parents, including referral to outside agencies.
<b>At-risk Health-related Services</b>	

## Parent Involvement Policy

Parents and families of students in the school P.S. 98M will be provided with opportunities to participate in school based planning committees, such as the School Leadership Team and Parent's Association. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, PS 98M will offer:

1. Monthly Parent Workshops to develop knowledge of instructional programs, assessments for city and state standards, Chancellor's Promotional Policy, and Code of Behavior.
2. Parents will be notified of dates and time of events via a monthly calendar, newsletter, flyer, E-mail, telephone calls, etc.
3. Training of parents to volunteer and assist in classrooms, school library, cafeterias on trips, main office, etc. to support school staff.
4. Encouraging and training parents to volunteer and assist in classrooms, school library, distribute copies, cafeteria, security, trips, help in the main office.
5. Providing and maintaining a parent room open to all parent members
6. Participation on the Council of Parents' Association and CEC.
7. Encourage parents to attend Training at Parent's Support Office and DOE training.

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M098      **School Name:** Shorackappock Elementary School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**    Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
               Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**    School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school was identified for improvement for ELA, Limited Language Learners in grades 3-5. Based on the areas identified these are our findings:

- Data needs to be used explicitly to differentiate instruction-Across content area
- Need for more consistent pre and post test assessments across the grades
- Need to correlate the core performance indicators to lesson plans
- Questioning Techniques-Need to ask questions that promote higher order thinking.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The intervention the school will implement to support improved achievement will be provided by classroom teachers and the Academic Intervention Team (AIT). The team consists of two ESL teachers with an ESL program based on the Push-In and Pull-Out organizational model. There is one SETSS teacher, and one IEP teacher and one AIS Reading teacher. Classroom teachers in fourth and fifth grade along with the AIT Team will utilize the following materials to improve achievement: common text to build academic language and make academic content more comprehensible, the Program WRITE! Foundations and Models for Proficiency to support struggling writers by providing instruction and practice on grammar, usage, and mechanics, Time Magazine for Kids to support students in writing opinions or arguments based on an analysis of informational text to meet the selected Common Core Standards in Literacy established by the Citywide Instructional Expectations. In addition CROSSWALK COACH, an ELA test sophistication program, designed to assist students in mastering the skills necessary to meet the CCSS on the state test will be utilized. Money will also be allocated for Professional Development Per Diem and curriculum Planning.

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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Funds will be allocated to facilitate planning time for professional development for administrator and teachers to ensure that the CCSS for planning and instruction are met. In addition funds will also be allocated for after school planning where highly qualified teachers will revise writing units of study to incorporate the CCSS.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are provided a mentor during their first year of teaching. That mentor works with the teacher in specific areas to help him/her develop quality teaching practices. The teacher-mentoring program that will be incorporated as part of the school's strategy for providing high quality professional development will consist of staff development on utilizing the WRITE! Program, ESL Workshops.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents are informed about the school status through the School Leadership Teams, the Parent Association, and meetings. Translation is provided at the meetings by parents or school staff.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz/Lawrence Block</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>098</b>
School Name <b>Shorackappock Elementary School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Maritza Rodriguez</b>	Assistant Principal <b>Dafne Sanchez-Aldama</b>
Coach <b>Rosanna Almonte, Lit. Coach</b>	Coach <b>Wanda Hall, Math Coach</b>
ESL Teacher <b>Ella Tikhon</b>	Guidance Counselor
Teacher/Subject Area <b>Berkis Salcedo, ESL Teacher</b>	Parent
Teacher/Subject Area <b>Nery Espaillat, AIS Reading</b>	Parent Coordinator <b>Hector Vasquez</b>
Related Service Provider	Other <b>Linda Tabano, ESL Teacher</b>
Network Leader <b>Lawrence Block</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>13</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>631</b>	Total Number of ELLs	<b>261</b>	ELLs as share of total student population (%)	<b>41.36%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At P.S. 98M, at the time of the initial enrollment into the NYC public school system, a trained pedagogue administers a Home Language Identification Survey (HLIS) to parents/guardians to determine what language the child speaks at home. This process also includes an informal oral interview in the parents' home language. The pedagogues responsible for conducting the initial screening are Ella Tikhon (a licensed ESL teacher), Berkis Salcedo (a licensed ESL teacher and a licensed bilingual teacher; fluent in Spanish), and Nery Espaillat (a licensed reading teacher and an AIS coordinator; fluent in Spanish).

One of our ESL teachers (Ms. Tikhon or Ms. Salcedo) evaluates the results of the HLIS and determines if a language other than English is spoken in a child's home. We keep the original HLIS in the student's CUM file and a copy in the ESL Room 301.

If the student's home language is other than English, the student is administered a Language Assessment Battery-Revised (LAB-R) test within 10 (ten) school days from the date of registration. Students that score below proficiency on the LAB-R become eligible for state-mandated services for English Language Learners (ELLs).

Two kinds of letters are sent upon completion of the LAB-R:

- Entitlement Letter (if the child does not pass the LAB-R), which informs the parents/guardians that their child is entitled to receive services as an English Language Learner.

- Non-Entitlement Letter (if the child passes the LAB-R), which informs the parents/guardians of the child's proficiency in English and his/her ineligibility to receive services for ELLs.

Copies of both letters are kept on file in the ESL Room 301.

Our Spanish-speaking students who score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. We administer this assessment only one time during the same time period as the LAB-R. Ms. Salcedo, our ESL teacher who also holds a bilingual license and is fluent in Spanish, usually conducts Spanish LAB testing.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT ):

In the spring, our ELLs receive a rigorous NYSESLAT test prep based on their grade level.

For the test prep, we use various instructional materials, including Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. and Empire State NYSESLAT by The Continental Press, Inc., and conduct mini-lessons to review or teach a point.

Our testing coordinator, Wanda Hall, coordinates the testing schedule and this process is approved by Maritza Rodriguez, the principal.

The Speaking part of the NYSESLAT is administered individually by the ESL teachers in the ESL classrooms. The Listening, Reading, and Writing subtests are administered by the ESL teachers and other pedagogues as determined by the State mandates.

If a student scores below proficiency (i.e., beginning, intermediate or advanced level), the student is still an ELL. We continue services and send home the Continued Entitlement letters.

If a student scores at or above proficiency, that student is no longer an ELL. We send out the Non-Entitlement/Transition letters to the parents/guardians of the student. We ensure that the test accommodations are available to former ELLs for up to two years after passing the NYSESLAT.

Copies of the Continued Entitlement and Non-Entitlement/Transition letters are kept on file in the ESL classroom.

2. To ensure that parents/guardians of our newcomer ELL students understand the three program choices available in the NYC public schools, the parents/guardians are invited to ELL Parent Orientations where we provide them with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. We schedule several orientation sessions in the beginning of the year and then throughout the year as we get newcomer ELLs. Letters are sent home to parents (copies are kept on file in the Parent Orientation binder in the ESL Room 301); phone calls are made from School Messenger; individual phone calls are made by ESL teachers and Parent Coordinators; posters are placed on the doors outside of the school – every effort is made to ensure that parents are aware of the orientations.

All orientations are facilitated by two certified ESL teachers (Ms. Tikhon and Ms. Salcedo) and our Parent Coordinator, Hector Vasquez.

At the meeting, the parents sign-in; a copy of the agenda, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language Learners, are distributed in the language that meets the parents' language needs.

We explain to the parents that their child has a right to placement in a bilingual program; we explain the three language program options offered by the New York City Department of Education (Transitional Bilingual, Dual language, and Freestanding ESL); present the highlights of CR Part 154 & Title III; and hold a Q & A to give parents an opportunity to ask questions.

We present the Orientation Video for ELL Parents in the language of preference. Time is given for a question and answer period to allow parents to fully understand the available bilingual/ESL services and program models and the importance of selecting a program that is best suited to meet the needs of their children.

Afterwards, we invite parents to fill out a Parent Survey/Program Selection Form in the parents' native language. We inform the parents that they can complete the forms at the orientation or at home (to be returned within the designated time). If the parents/guardians fail to sign or return the form within the designated time, the default language program is Transitional Bilingual Education as per CR Part 154. In our school, we honor the choice that parents make for the language program of their child and take every measure to assist and support them in their choice.

After the scheduled orientation, we plan make-up sessions for absent parents and plan a debriefing session for improvement of future orientations.

When new students arrive throughout the year, the same staff members meet with the new parents to provide them with the appropriate orientation via one-on-one meetings and phone conversations.

**This school serves the following grades (includes ELLs and EPs)**

**K\* 1\* 2\* 3\* 4\* 5\***

**6\* 7\* 8\* 9\* 10\* 11\* 12\***

3. Upon completion of the NYSESLAT, a letter is sent out to the parents/guardians of the children who do not pass LAB-R. The letter informs the parents/guardians that their child is entitled to receive services as an English Language Learner. Those

parents/guardians are invited to attend an ELL Parent Orientation session.

Parent Survey/Program Selection forms are usually completed at the ELL Parent Orientation after the parents learn about the three language programs offered by NYC DOE. The Parent Survey/Program Selection can also be completed at home and returned within the designated time. We make every effort to follow up with the parents and ensure that they return the completed forms.

All the forms and letters are provided in the parents' native language.

Copies of all the letters are kept on file in the Parent Letters binder in the ESL Room 301.

4. After the ELLs' identification, the Parent Survey/Program Selection forms are evaluated and placement decisions are made based on the parents' preferred program placements as indicated on the form. If parents choose a program that our school does not currently offer, we keep records in order to notify parents when the program of their choice opens and/or offer help in finding a school that offers the program of their choice. If the parents/guardians fail to sign or return the form within the designated time, the default language program is Transitional Bilingual Education as per CR Part 154.

Placement letters are sent out in the student's native language informing parents/guardians of the placement of their child. Copies of all placement letters are kept on file in the ESL Room 301.

If a newcomer ELL is placed in the ESL program, ESL teachers schedule and place ELLs in homogeneous groups based on their proficiency level as determined by the LAB-R results and ensuring that the ELLs receive the mandated 180 minutes of services for the advanced and 360 minutes for the beginners and intermediates. Teachers in the dual language and bilingual classes use LAB-R test scores to differentiate instruction.

5. Over the past several years our parents have indicated a preference for Dual Language and ESL programs (in that order).

In the fall of 2011, 13 parents of our newcomer kindergarten ELLs selected Dual Language as their first choice of a language program, 10 parents selected ESL as their first choice, and 10 parents selected the Transitional Bilingual Program. 7 parents chose not to come to a group or individual orientation to make a program selection for their child and their choice defaulted to the Transitional Bilingual Program.

In grades 1 through 5 where most of our newcomer ELL admits have very little or no background in English, out of 15 parents of new admits, 7 indicated Dual Language as their first choice, and 8 parents chose Transitional Bilingual.

We continually analyze these trends so that we can adjust our program offering accordingly.

6. The parents' choice is our priority and we support the choice parents make in our community.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	1	1								3
<b>Dual Language</b> <small>(50%:50%)</small>	1	2	2	1	1	1								8
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	0	0	0	0	1								2
<b>Push-In</b>	0	2	3	4	4	1								14
<b>Total</b>	3	4	5	5	6	4	0	0	0	0	0	0	0	27

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	261	Newcomers (ELLs receiving service 0-3 years)	219	Special Education	21
SIFE	2	ELLs receiving service 4-6 years	42	Long-Term (completed 6 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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	36	1	2	6	0	1	0	0	0	42
Dual Language	87	1	0	10	0	0	0	0	0	97
ESL	96	0	8	26	0	10	0	0	0	122
<b>Total</b>	<b>219</b>	<b>2</b>	<b>10</b>	<b>42</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>261</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	0	0	0	3	13								40
Chinese														0

**Transitional Bilingual Education**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Russian														<b>0</b>
Bengali														<b>0</b>
Urdu														<b>0</b>
Arabic														<b>0</b>
Haitian														<b>0</b>
French														<b>0</b>
Korean														<b>0</b>
Punjabi														<b>0</b>
Polish														<b>0</b>
Albanian														<b>0</b>
Yiddish														<b>0</b>
Other														<b>0</b>
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>

**Dual Language (ELLs/EPs)**

**K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
Spanish	14	10	25	18	27	18	16	14	21	10	2	13							105	83
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>14</b>	<b>10</b>	<b>25</b>	<b>18</b>	<b>27</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>21</b>	<b>10</b>	<b>2</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>83</b>

**Dual Language (ELLs/EPs)**

**9-12**

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 55

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 1

Hispanic/Latino: 51

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	14	17	24	18	20								102
Chinese					1									1
Russian														0
Bengali		1		1										2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>15</b>	<b>17</b>	<b>25</b>	<b>19</b>	<b>20</b>	<b>0</b>	<b>105</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 (a). Our Freestanding ESL Program is based on the Push-In and Pull-Out organizational models. During balanced literacy, our two ESL teachers are pushing in two periods each. This amounts to four periods a day in total to support our ELL population during the Readers and Writers Workshop. At this point, students are part of their classroom environment with the advantage of ESL support from the ESL teachers. The ESL teachers pull out the rest of the time to give extra language support to the beginning and intermediate students. This time allows for small group work and individualized instruction in reading, writing, and content areas where applicable.

We also have a Self-Contained ESL class in Kindergarten and 5<sup>th</sup> Grade.

All bilingual classes alternate English and Spanish instruction following the balanced literacy model.

We are currently revising our literacy program and our rubrics so that they are aligned to the CCSS. Our literacy model includes: mini-lessons, independent, shared, and guided reading of literary and informational texts, word study, independent and interactive writing.

1 (b) Our school primarily organizes its classes based on the Heterogeneous program model. Our philosophy relies on children being able to learn from each other and promote one another's academic growth. We have ICT classes in K-4. We offer self-contained special education classes (1 monolingual and 1 bilingual). In addition, we offer Gifted and Talented classes in Grades 3-5.

The ELLs in monolingual classes are grouped Homogeneously. The ESL teachers group them into three distinct categories with the same proficiency level based on their performance levels obtained from the latest NYSESLAT results and also LAB-R scores for new ELLs (Beginners, Intermediates and Advanced).

2 (a) We currently have two full-time ESL teachers on staff to provide the push-in/pull-out ESL services. In the beginning of the school year, after the completion of the LAB-R testing identification of ELLs, the ESL teachers sit down with administrators to design schedules. Great care is taken to ensure that student groups are set up to allow for the number of required instructional minutes. Beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes per week. We have been able to satisfy this requirement. Ms. Tikhon and Ms. Salcedo scaffold and support ELLs' learning by instruction aligned with the Common Core State Standards in Reading and Writing and with our school's curriculum.

The bilingual classes' schedules are set up to guarantee that the required minutes for ESL instruction are fulfilled. All schedules are arranged to ensure that the mandated number of units of Native Language Arts instruction per week as outlined in CR Part 154, in both TBE and DL programs, are met.

Transitional Bilingual classes adhere to the appropriate language allocation of units according to each student's NYSESLAT scores.

## A. Programming and Scheduling Information

Literacy instruction is delivered through English Language Arts using ESL methodologies and Spanish Language Arts. Social Studies and Science are taught in English and Spanish on alternating days (RIGOR, a literacy and language intervention resources, is used on English days for new arrivals and beginners). Math is taught in Spanish.

Dual Language classes adhere to a 50/50 language allocation policy. Grades K-2 alternate language every day (instruction is delivered in L1 on day 1 and in L2 on day 2). Grades 3-5 have English and Spanish AM and PM cycles (during week 1, instruction is delivered in L1 in the mornings and in L2 in the afternoons; during week 2, instruction is delivered in L2 in the mornings and in L1 in the afternoons; etc).

Both transitional and dual language classes are taught by fully certified bilingual teachers who are responsible for conducting the instruction in both English and Spanish. All transitional bilingual classes are organized heterogeneously to encourage peer interaction and support.

3. Language Arts (ESL, TBE, Dual Language): Balanced literacy, the Readers and Writers Workshop approach, is implemented in Grades K-5 where students are instructed in large and small groups as well as individually. All staff members have received copies of the current units of study in literacy. In Grades K-5 bilingual classes, literacy is taught in both English and Spanish as per the class language allocation policy. The literacy program includes a period for skill building in English which introduces ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context. Instructional strategies depend on the studies units and the NYSESLAT scores. Teachers facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short time segments; assess informally based on curriculum; do fluency building (high frequency words) as well as teach via tactile vocabulary development. Teachers use kinesthetics to teach phonemic awareness; provide for partner reading.

During the Readers Workshop, students are provided with guided and shared reading instruction, in order to develop fluency and comprehension. Accountable Talk is utilized to develop their language skills. Teachers focus on the four language modalities with a concentration on vocabulary development. Teachers introduce new concepts by discussing vocabulary words key to that concept. Another strategy is Guided Interaction. With this method teachers structure lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text.

Math (ESL, TBE, Dual Language): All classes follow the Everyday Math series. Math is taught using problem solving and task analysis strategies. They implement the To, With, and By teaching strategy. They use explicit vocabulary building and recurrent informal assessments. Teachers monitor progress through group and individual assessments and portfolios. They reinforce concepts through games, math journals, and a variety of tactile strategies. In Dual Language classes math is taught in Spanish and English using ESL strategies and native language support; in TBE classes math is taught in Spanish. Students in freestanding ESL programs receive math instruction in English with scaffolding and native language support to make content comprehensible.

Social Studies (ESL, TBE, Dual Language): the Houghton Mifflin Harcourt Social Studies program is used for grades K-5. Social Studies glossaries are provided to ELLs in upper grades. Students read an array of informational texts, including texts in history/social studies. They learn text structure and unique features of informational text as ways to enhance understanding; learn the general academic and domain-specific vocabulary; and learn to speak and write about various social studies subjects knowledgeably. In freestanding ESL, social studies is taught in English using ESL methodology and instructional strategies and utilizing native language support to make content comprehensible. Some of the materials used are thematic units on history/social studies from *On Our Way to English* by Rigby. In DL and TBE classes, social studies is taught in the native language (Spanish) and English using ESL strategies/native language support.

Science (ESL, TBE, Dual Language): Grades K-2 use the Harcourt School Publishers, New York City Edition, and Grades 3-5 use The Foss Core Science curriculum. Science glossaries are provided to ELLs in Grade 4 which are also used during the administration of the NYS Science Test. A Science Cluster teacher provides additional science instruction, including lab work, for grades K-5. Students read a lot of texts in science. They learn text structure and unique features of scientific text as ways to enhance understanding; learn the general academic and domain-specific vocabulary; and learn to speak and write about the scientific subjects knowledgeably. In freestanding ESL, some of the materials used are thematic units/leveled texts from *On Our Way to English* by Rigby and *Readers for Writers (Science)* by Rourke Classroom Resources. The instruction is delivered in English with native language support and ESL. In DL and TBE classes, science is taught in the native language (Spanish) and English using ESL strategies/native language support.

## A. Programming and Scheduling Information

All cluster content areas teachers align their work with the curriculum in each grade. They use various scaffolding techniques to build academic vocabulary and to make academic content more comprehensible. They consult regularly with classroom teachers in order to give additional support to the students. Also, our content area teachers are currently analyzing student writing work with classroom teachers in Professional Learning Teams (PLTs). In response to identified students' needs, the teachers are working to develop approaches that would teach the students various writing skills. The teachers will assess the success of their approach in order to determine the next steps. The aim is to strengthen student writing.

In all subject areas, including social studies and science, the following approaches, methods and strategies are used as part of targeted interventions for all students, including SIFEs, new arrivals, long-term ELLs, Level 1/Level 2 ELLs, Beginner/Intermediate ELLs, ELLs with 4-6 years of service, and ELLs with special needs:

- Graphic organizers, such as semantic mapping, story maps, concept maps, KWL;
- Realia, art objects, visual displays, illustrations, real life examples, visual cues, kinesthetic (hands-on) activities;
- Word walls, strategy charts related to the units of study, the flow of the day charts, charts modeling the correct use of language, leveled libraries across a variety of genres, including multicultural books and books in Spanish;
- Glossaries and dictionaries in the students' native languages;
- Vocabulary development component and extra time to practice applying and using the vocabulary;
- Cooperative learning, peer tutoring;
- Practicing paraphrasing and retelling, picking out the main idea of the text and justifying it, relating reading to student experiences,

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% aloud, retelling a story daily re-looping of previously learned material, and use of native language support.			
75%			
50%			
25% 4. We administer the Spanish LAB test to determine			
100% Assessment (DRA) to determine the students' reading levels/proficiency in Spanish.			
75%			
50%			
25% 5 (a) SIFE students are offered extra academic support			
100% Shared Reading. Teachers are using interactive writing and explicit instruction to support students with their writing skills. In addition the students receive instruction during the extended day program, Saturday Academy, as well as during after school programs, including SES programs offered. Teachers use peer buddy and small group activities so that the SIFEs gradually feel safe to take educational risks. For additional instructional strategies/interventions, see			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

variety of scaffolding methods is employed by the teachers to ensure differentiation. In the very beginning, we focus the ELLs' language instruction on teaching of the Basic Interpersonal Communicative Skills (BICS), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their needs. While they are acquiring the basics, they are also introduced to

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. See Part A, questions 3, 5(a), 5 (b), 5(c) and 6 of the Programming and Scheduling section.

9. Classroom teachers continue to support transitional students by continuing to scaffold them. Students are paired with students whose reading and writing skills in English are strong. We also ensure that the test accommodations are available to former ELLs for up to two years after passing the NYSESLAT.

10. No changes are planned at this time.

11. No changes are planned at this time.

12. All students, including ELLs, follow the same standards-based rigorous curriculum and have access to all programs and activities at P.S. 98.

13. In our school, we have a computer room with 32 computers and each classroom has a computer and Internet access. Students have access to the following language development programs: Renaissance Accelerated Reading (English/Spanish), Renaissance English in a Flash, and Starfall. The library has a research center with several computers. This affords students opportunities to work on research papers with the librarian. The school also has a laptop cart which teachers can bring into their classrooms.

14. In Freestanding ESL classes/ESL groups, native language (Spanish) is supported through the use of dictionaries and glossaries; teachers use paraphrase, drawings, cognates and other helpful mother-tongue equivalents to facilitate vocabulary development and to make content comprehensible; pre-teaching or checking for understanding concepts in the native language if appropriate; pairing students who share the same native language but have different levels of English proficiency, especially for newcomer ELLs; books on the language, culture and history of the countries of the ESL students; ESL teachers utilize native language books relating to the topic or theme of a lesson.

15. Yes, the required services support and the resources correspond to ELLs' ages and grade levels.

16. All students are encouraged to participate in our Extended Day program, Saturday Academy, and SES programs.

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17. N/A

## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

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

1. 50/50 language allocation for our Dual Language Program. The students are expected to comprehend, speak, read, and write in both languages upon their completion of a DL program.

2. All students work together. ELL students are given extra support in ESL and their home language as necessary.

3. K-2 - one day English; one day Spanish; 3-5<sup>th</sup> Grade students work in one-week cycles - half a day in L1 and half a day in L2 on alternating weeks.

4. We use the self-contained model.

5. Emergent literacy is taught in both languages simultaneously.

### D. Professional Development and Support for School Staff

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

1. In 2010-2011, our monolingual, ESL, bilingual and dual language teachers had professional development (PD) conducted by Cristian Solorza, consultant from America's Choice. The following sessions have been conducted:

- Identifying language features in text to support ELLs;
- Integrating language features into the units of study and aligning it to the CCSS;
- Shared Reading PD to teach students language structure and how to make reasonable predictions;
- ESL, Bilingual, and Dual Language teachers received staff development on how to utilize the program WRITE! with their students (WRITE! is being utilized by ESL teachers to support ELLs in the conventions and language features in writing).

Cristian Solorza will continue to work with teachers in 2011-2012. Dual Language teachers will receive staff development to refine their instructional and assessment practices. It will focus on areas of needs based on the analysis of the DRA/EDEL and the writing assessments. Some of the PDs done last year will be revisited.

Additional, on-going or planned PDs:

- Book study on Enhancing Professional Practice: A Framework for Teaching By Charlotte Danielson to empower teachers to grow as professionals;
- Developing rigorous tasks for informational/non-fiction units;
- Revising non-fiction information units for Grades K-2;
- Creating new units for Grades 3-5 (Persuasive), and Grade 5 (Research);
- Analyzing student work using exemplars from the CCSS;
- Revising units of study and rubrics to align them to the CCSS;
- Ms. Hall, our Math Coach, has organized workshops on differentiating instruction, developing higher-order thinking skills, analyzing data, and creating portfolio performance tasks;
- Dual Language teachers are receiving PD on implementing the phonological program Estralliter.

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- Dual Language teachers are receiving PD and implementing the phonological program Estrellitas;
- ESL teachers attend various workshops geared towards ELLs throughout the year. For example, on November 1, 2011, Ms. Salcedo and Ms. Tikhon attended a meeting dedicated to the LAP report. On November 8, 2011, Ms. Tikhon attended the conference From Theory to Practice: English Language Learners and the Common Core Standards.
- All teachers received PD on how to implement targeted interventions in reading.

2. - Staff will be part of an-ongoing study groups with the Assistant Principal.

- Professional development will be provided on the following topics: ESL teaching methodologies focusing on language features, analyzing and interpreting data and assessments.
- The literacy coach and our Network Support Specialist from our CFN will provide individual professional development to staff on a needs basis throughout the year.

3. All our staff is provided with more than 7.5 hours of ELL Training during Professional Development (see #1 above for additional information).

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

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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1. Our parents are actively involved in many different activities, such as

- Parent Teacher Conferences;
- Open House - organized by PA through the school administration. Parents have an opportunity to meet with teachers and receive information about the curriculum and the expectations for the school year;
- GED Adults Program - helps parents obtain a high school diploma and begin college;
- ESL class - services 20 parents six hours per week. For a period of 12 weeks, parents receive ESL instruction, which help them improve their English language skills;
- Ten-week nutrition program - organized to promote healthy eating habits and cooking methods for parents and children;
- Literacy program - designed for parents to teach them how to improve their children's reading and writing skills at home;
- Annual ELL Conference - held by SLT in collaboration with PA once a year with the support of the administration and the teachers who offer workshops and conferences for parents;
- Parent Coordinator led workshops for parents - every month the parent coordinator has a workshop for parents. The topics range from how to read together with their children, help their children with homework, work with the teacher of your children to how to help their children learn to take responsibility and the ABCs of discipline at home;
- Family Game Night - takes place at P.S. 98 every year. Parents interact with their children and other families;
- Family Movie Night - held at P.S. 98 twice a year. The school auditorium is converted into a cinema and parents have an opportunity to spend quality time with their children, other family members, and the members of the community;
- Fall Festival - a multicultural event held once a year in which the school community and the neighborhood get together;
- Monthly meeting of Parent Association - every month the PA meets to discuss and plan events and activities;
- Parents have various opportunities to volunteer.

Throughout the year, teachers keep in close contact with the parents of ELLs, informing them of their children's progress or any concerns they might have. Parents are encouraged to read to their children in home languages.

All parents are informed about and encouraged to attend meetings, shows, and events held at P.S. 98.

2. Our school partners with Wellnes in the Schools. We also partner with Inwood Community Services, as well as Washington Heights Coalition.

3. The needs of parents are assessed using surveys (which allow parents to specify areas in which they need help), through conversations, PTA meetings, and during SLT meetings when we review the CEP.

4. Using the information gathered from the surveys, we regularly adjust our programs and implement new ones to address parental needs.

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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17. What language electives are offered to ELLs?

8. See Part A, questions 3, 5(a), 5 (b), 5(c) and 6 of the Programming and Scheduling section.

9. Classroom teachers continue to support transitional students by continuing to scaffold them. Students are paired with students whose reading and writing skills in English are strong. We also ensure that the test accommodations are available to former ELLs for up to two years after passing the NYSESLAT.

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15. Yes, the required services support and the resources correspond to ELLs' ages and grade levels.

16. All students are encouraged to participate in our Extended Day program, Saturday Academy, and SES programs.

17. N/A

## Additional Information

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

## C. Schools with Dual Language Programs

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

1. 50/50 language allocation for our Dual Language Program. The students are expected to comprehend, speak, read, and write in both languages upon their completion of a DL program.

2. All students work together. ELL students are given extra support in ESL and their home language as necessary.

3. K-2 - one day English; one day Spanish; 3-5<sup>th</sup> Grade students work in one-week cycles - half a day in L1 and half a day in L2 on alternating weeks.

4. We use the self-contained model.

5. Emergent literacy is taught in both languages simultaneously.

## D. Professional Development and Support for School Staff

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

1. In 2010-2011, our monolingual, ESL, bilingual and dual language teachers had professional development (PD) conducted by Cristian Solorza, consultant from America's Choice. The following sessions have been conducted:

- Identifying language features in text to support ELLs;
- Integrating language features into the units of study and aligning it to the CCSS;
- Shared Reading PD to teach students language structure and how to make reasonable predictions;
- ESL, Bilingual, and Dual Language teachers received staff development on how to utilize the program WRITE! with their students (WRITE! is being utilized by ESL teachers to support ELLs in the conventions and language features in writing).

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Cristian Solorza will continue to work with teachers in 2011-2012. Dual Language teachers will receive staff development to refine their instructional and assessment practices. It will focus on areas of needs based on the analysis of the DRA/EDEL and the writing assessments. Some of the PDs done last year will be revisited.

Additional, on-going or planned PDs:

- Book study on Enhancing Professional Practice: A Framework for Teaching By Charlotte Danielson to empower teachers to grow as professionals;
- Developing rigorous tasks for informational/non-fiction units;
- Revising non-fiction information units for Grades K-2;
- Creating new units for Grades 3-5 (Persuasive), and Grade 5 (Research);
- Analyzing student work using exemplars from the CCSS;
- Revising units of study and rubrics to align them to the CCSS;
- Ms. Hall, our Math Coach, has organized workshops on differentiating instruction, developing higher-order thinking skills, analyzing data, and creating portfolio performance tasks;
- Dual Language teachers are receiving PD and implementing the phonological program Estrellitas;
- ESL teachers attend various workshops geared towards ELLs throughout the year. For example, on November 1, 2011, Ms. Salcedo and Ms. Tikhon attended a meeting dedicated to the LAP report. On November 8, 2011, Ms. Tikhon attended the conference From Theory to Practice: English Language Learners and the Common Core Standards.
- All teachers received PD on how to implement targeted interventions in reading.

2. - Staff will be part of an-ongoing study groups with the Assistant Principal.

- Professional development will be provided on the following topics: ESL teaching methodologies focusing on language features, analyzing and interpreting data and assessments.
- The literacy coach and our Network Support Specialist from our CFN will provide individual professional development to staff on a needs basis throughout the year.

3. All our staff is provided with more than 7.5 hours of ELL Training during Professional Development (see #1 above for additional information).

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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- Parent Teacher Conferences;

- Open House - organized by PA through the school administration. Parents have an opportunity to meet with teachers and receive information about the curriculum and the expectations for the school year;

- GED Adults Program - helps parents obtain a high school diploma and begin college;

- ESL class - services 20 parents six hours per week. For a period of 12 weeks, parents receive ESL instruction, which help them improve their English language skills;

- Ten-week nutrition program - organized to promote healthy eating habits and cooking methods for parents and children;

- Literacy program - designed for parents to teach them how to improve their children's reading and writing skills at home;

- Annual ELL Conference - held by SLT in collaboration with PA once a year with the support of the administration and the teachers who offer workshops and conferences for parents;

- Parent Coordinator led workshops for parents - every month the parent coordinator has a workshop for parents. The topics range from how to read together with their children, help their children with homework, work with the teacher of your children to how to help their children learn to take responsibility and the ABCs of discipline at home;

- Family Game Night - takes place at P.S. 98 every year. Parents interact with their children and other families;

- Family Movie Night - held at P.S. 98 twice a year. The school auditorium is converted into a cinema and parents have an opportunity to spend quality time with their children, other family members, and the members of the community;

- Fall Festival - a multicultural event held once a year in which the school community and the neighborhood get together;

- Monthly meeting of Parent Association - every month the PA meets to discuss and plan events and activities;

- Parents have various opportunities to volunteer.

Throughout the year, teachers keep in close contact with the parents of ELLs, informing them of their children's progress or any concerns they might have. Parents are encouraged to read to their children in home languages.

All parents are informed about and encouraged to attend meetings, shows, and events held at P.S. 98.

2. Our school partners with Wellnes in the Schools. We also partner with Inwood Community Services, as well as Washington Heights Coalition.

3. The needs of parents are assessed using surveys (which allow parents to specify areas in which they need help), through conversations, PTA meetings, and during SLT meetings when we review the CEP.

4. Using the information gathered from the surveys, we regularly adjust our programs and implement new ones to address parental needs.

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	25	18	14	16	7	17								97
Intermediate(I)	19	17	15	13	11	17								92
Advanced (A)	0	14	16	21	17	18								86
Total	44	49	45	50	35	52	0	0	0	0	0	0	0	275

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	3	2	3	6	10							
	I	12	10	5	10	1	5							
	A	16	20	11	15	13	26							
	P	8	10	24	16	15	6							
READING/ WRITING	B	20	11	10	9	6	13							
	I	17	17	15	9	12	17							
	A	2	10	16	20	17	17							
	P	0	5	1	2	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	10	5	0	41
4	14	12	1	0	27
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	19	21	19	1	4	0	0	73
4	1	12	10	16	2	2	0	0	43

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7	13	9	16	0	1	6	12
Chinese Reading Test	0	0	0	0	0	0	0	0

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Students are assessed using -

- DRA (English; 3 times a year);
- EDEL (Spanish; administered 3 times a year);
- ELE (Spanish);
- Accelerated Reader (ongoing assessment in the classroom);
- Running Records (every other month; monthly for students who are reading below level);
- Writing assessments (analyzed and interpreted three times a year: baseline, mid-year and end-of-year).

The data from the above mentioned assessments help us determine the students' strengths and weaknesses in reading and writing. The data are used to plan our instructional strategies, to create small group instruction, and to develop CCSS-based mini-lessons to meet the individual needs of all students including ELLs.

Progress is measured using Interim Assessments.

After we analyze the results, if we see that 60% or more of the students gave incorrect answers, the teachers review and reteach that skill with that group of students. Then we compare the results with the next test to measure improvement.

Data patterns reveal that more emphasis is needed in developing reading and written expressive language skills. Our focus is on developing vocabulary, figurative language, idiomatic expressions, and grammar, as well as higher order thinking skills as they relate to reading comprehension and writing.

2. A review of the LAB-R and NYSELAT results demonstrates that ELLs at all grade levels develop listening and speaking skills first and then develop reading and writing skills. ELLs at the beginning level show stronger listening and speaking skills than reading and writing. ELLs at the intermediate level demonstrate growing ability in reading while their writing still needs significant improvement. ELLs at the advanced level demonstrate a considerable growth in their writing ability.

With more intensive work in the area of reading comprehension and written expression, our expectations are that the students will move more quickly from Intermediate level to Advanced and from Advanced to Proficient.

## Additional Information

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

## Part VI: LAP Assurances

**School Name:** P.S. 95

**School DBN:** 06M098

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maritza Rodriguez	Principal		
Dafne Sanchez-Aldama	Assistant Principal		
Hector Vasquez	Parent Coordinator		
Ella Tikhon	ESL Teacher		
	Parent		
Berkis Salcedo, ESL Teacher	Teacher/Subject Area		
Nery Espaillat, AIS Reading	Teacher/Subject Area		
Rosanna Almonte	Coach		
Wanda Hall	Coach		
	Guidance Counselor		
Lawrence Block	Network Leader		
Linda Tabano	Other <u>ESL Teacher</u>		
	Other		
	Other		

**School Name: P.S. 95**

**School DBN: 06M098**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 06M098 School Name: Shorackappock Elementary School**

**Cluster: DSSI Cluster 06 Network: 601**

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

**Part A: Needs Assessment Findings**

---

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

The following languages are spoken in our school: Arabic (2 students), Bengali (5 students), Chinese (3 students), Mandarin (1 student), Spanish (488 students). School personnel such as Parent Coordinator, teachers, guidance counselors, school secretary and members of the parent association are able to translate documents into Spanish, the documents are then reviewed by the administration. For all other languages we use translation services available through the DOE.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

PS 98 has a large population of English Language Learners; therefore a large majority of the parent community requires support in oral and written communication. Informal data was collected to determine written and oral interpretation needs.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

To communicate with the entire school community, all correspondence such as newsletters, parent handbooks, flyers and surveys are translated. Vital Department of Education information such as report cards and promotion in doubt letters are downloaded/ordered in the languages that represent our school population.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Interpretation services will be provided in school by the Parent Coordinator, Literacy/Math Coaches, parent volunteers, Principal and Assistant Principal who are fluent in English and Spanish. Many members of the staff are also bilingual, so they can also support monolingual staff members to communicate in Spanish. During formal meetings, a member of the district personnel will provide translations for parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be distributed.
- b. A sign the parents' respective languages will be posted in the main office by the security desk.
- c. The locations of the signs will be stated in the school safety plan. It will also state that no one will be denied access to the school due to language barriers.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Shorackapock/PS 98	DBN: 06m098
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Block
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

### 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: Title III Funding will provide 35% of an additional certified ESL teacher's salary, thereby reducing class size. Also allowing for more time spent in the classroom, thus limiting the need for student pull-out. This will also increase the use of ESL strategies throughout the course of the entire school day and on multiple content 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: Professional Development funds will be used to provide focused professional development to assist teachers who serve immigrant students, including both ELLs and non-ELLs. The professional development will include differentiation ELA instruction to meet student's individual academic needs, guided reading, content area writing, entry points for ELL's and vocabulary development. The professional development will take place during the school day. This will be funded by the Title III Immigrant Grant.

### 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:

Four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops.

**Part D: Parental Engagement Activities**

During this time parents will have the choice to participate on different workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

- Understanding the Common Core
- Reading Aloud to Your Children
- Asking Comprehension Questions
- How to use technology to access your child data .

This will be funded by Title I SWP funds.

**Part E: Budget**

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

Allocation Amount: \$37532

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>	\$36,512 Teacher Salary  \$1,021 Per Session	35% of teacher's annual salary to reduce class size as well as provide addition ESL instruction during the school day.
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: \$37532

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>	<b>\$37,533</b>	<b>\$37,533</b>