



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE DOUGLASTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q098

PRINCIPAL: SHEILA B. HUGGINS **EMAIL:** SHUGGIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Sheila B. Huggins	*Principal or Designee	
Frances Pinto	*UFT Chapter Leader or Designee	
Christina Rubenacker	*PA/PTA President or Designated Co-President	
Deborah Govier	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	
Julius Adams	Member/Teacher	
Amy Kuchynsky	Member/Teacher	
Maria Murphy	Member/Parent	
MaryLynn Campirides	Member/Teacher	
Megan Rha	Member/Parent	
Janette Schwartz	Member/Teacher	
Melanie Fitzpatrick	Member/Parent	
Cristine Briguglio	Member/Parent	

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

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

By June 2012, 80% of the students in grades K-5 will exhibit the ability to deconstruct a mathematical problem in order to explain how an answer was derived, as measured by an increase of one level of an Exemplar rubric for reasoning and proof.

Comprehensive needs assessment

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

In order to support the needs of students to be ready for higher level mathematical tasks, PS98 has assessed the performance of students in being able to demonstrate how an answer to a complex problem was derived, and found this to be an area in need of strengthening. The needs are derived from a line item analysis in Acuity testing that identified a consistent inability to determine computational steps necessary in answering a problem. This finding is further supported through the results from the MacMillan Performance and Assessment Tasks administered by teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity: 1

- **Professional Development: PD will be given on the following topics: utilizing formal and informal assessments to record and analyze data for monitoring and revising the curriculum, translating rubrics into quantifiable and measurable data points for ongoing data analysis by student and class, use data trend analysis to plan and set goals, ongoing inquiry by teams of teachers using case studies and data to inform differentiated instruction**
- **PD given by Math Staff Developer to turnkey information on mathematical strategies and resources that support our goal.**
- **PD that furthers the development and understanding of the NYCDOE common core performance tasks**

- **Target Population: All classroom teachers**
- **Responsible Staff Members: Principal, Data Specialist, Math Turnkey Provider**
- **Implementation Timeline: September 2011 through May 2012**

Activity #2

- **Establishment of Common Core /Data Team Sessions: Weekly EXCEL training sessions with Data Specialist and Teacher Teams that includes data input, data analysis, and application of findings for ongoing instructional needs by class, grade and individual students.**
- **Target Population(s): Teacher Teams**
- **Responsible Staff Members: Principal, Data Specialist**
- **Implementation Timeline: November & December 2011**
- **Teachers will meet on-grade level and cross-grade level to review the student data generated from the periodic assessments, ECAM and informal assessments captured on EXCEL**
- **Periodic Assessment dates: November 2011, January 2012 and March 2012; ECAM October/November**

Strategies to increase parental involvement

- **“Meet the Teacher”-Parent Meetings are scheduled to offer initial orientation to the classroom teacher’s goals and expectations. (September 2011)**
- **Student math goals will be developed for each student and communicated to the parents.**
- **Parent Coordinator to plan and schedule Common Core Learning Standards Parent Workshop to inform parents of the NYCDOE’s expectations and goals for the coming year and years to come, as it pertains to mathematics (November 2011).**
- **ARIS for Parents workshops scheduled to support parents in accessing their child’s performance information and**

suggestions for supporting their child in their mathematical work. (December 2011)

- **BrainPop.com and BrainPopjr.com educational websites, are made available to every student K-5 in the content area of mathematics and can be used in school and at home.**
- **Provide workshops that encourage and demonstrate how parents can support the mathematics work at home.**
- **School Leadership Training for parents, sponsored by District 26 Family Advocate (November, 2011)**
- **Monthly School Leadership team Meetings are scheduled.**
- **Quarterly meetings with PTA Co-Presidents are scheduled.**
- **Principal schedules “Talk with the Principal” meetings for parents. Curriculum topics, school events, suggestions on how parents can support academic success are shared along with general questions raised by parents are addressed.**
- **NYCDOE Parent Teacher Conferences scheduled in November 2011 and March 2012 to provide opportunity for a discussion on each student’s mathematical progress.**
- **Parent Coordinator makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and policies.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - **The Open Market System and the New Teacher Finder will be utilized to identify candidates who have demonstrated strength in mathematics.**
 - **The principal and the pupil personnel secretary will work closely with the network HR point person to ensure that only HQT are invited for an interview.**
 - **A School Hiring Committee comprised of the administration, teachers and parents will be established. The committee**

will formulate questions and interview potential candidates for available teaching positions.

- Satisfactory candidates will be required to give a demonstration lesson with a class in our school.
- A math turnkey provider is selected to encourage independent leadership roles and to showcase their talent.
- Principal provides breakfast /Professional Development workshops with the objective of informing the faculty of the DOE initiatives in mathematics and to encourage social and academic collaboration (September 6, 7).
- To ensure that all staff is knowledgeable in current instructional strategies and thinking, the Math Turnkey Provider will present information and materials and be available for peer observation and training.
- Administration will routinely provide teachers with opportunities to participate in current professional development such as: Thinking Maps; Danielson's Framework for Teaching; Curriculum Mapping; Performance Task Expectations; Smart Board and Acuity Training.
- Common planning periods are scheduled to facilitate grade level planning and collegial conversation.
- Principal shares pertinent information from the Principal's Weekly with the appropriate staff members.
- Weekly Lunchtime Professional Workshops (SBO) are scheduled to further professional development in various curriculum areas and to cultivate professional conversation.
- Monthly grade conferences are scheduled to provide opportunities for teachers on the grade to collaborate on the curriculum tasks and to note trends in student performances.
- Articles distributed or emailed to the faculty on topics that focus on the current research findings in mathematics instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **PS 98 has made outreach and partnered with SASF in writing a grant that would make their programs available to our**

community, which in turn, would support and enrich our academic goals.

- In addition the school's PTA provides programs suitable for children that address a diverse range of issues including bullying, cultural differences, social awareness and drug prevention.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - NYSTL funds are used for the purchasing of mathematic textbooks.
 - Limited per diem days are allocated for the hiring of substitute teachers so that classroom teachers can attend professional development sessions.
 - NYSSL funds are used for the purchasing of mathematic software.
 - TL Children First is allocated for the professional development provided by CFN 205
 - Supplemental supplies are purchased through OTPS funds.

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

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

By June 2012, 80% of the students in grades K-5 will improve by one level on analysis of informational text as measured by DOE tasks and exemplars.

Comprehensive needs assessment

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

PS98 has assessed the performance of students in being able to record significant details from informational texts and derive conclusions based on the facts, and found this to be an area with considerable deficiencies. The needs are derived from a line

item analysis in Acuity testing that pointed to a consistent inability in identifying essential facts, separating fact from fiction, and determining conclusions from the information.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity: 1

- **Professional Development: PD will be given on the following topics: utilizing formal and informal assessments to record and analyze data for monitoring and revising the curriculum, translating rubrics into quantifiable and measurable data points for ongoing data analysis by student and class, use data trend analysis to plan and set goals, ongoing inquiry by teams of teachers using case studies and data to inform differentiated instruction**
- **PD will be given by LEAD teacher to turnkey information on literacy strategies that are effective and support our goal.**
- **PD that furthers the development and understanding of the NYCDOE expectations and common core performance tasks.**
- **Target Population: All classroom teachers**
- **Responsible Staff Members: Principal, Data Specialist, LEAD**
- **Implementation Timeline: September 2011 through May 2012**

Activity #2

- **Establishment of Common Core /Data Team Sessions: Weekly EXCEL training sessions with Data Specialist and Teacher Teams that includes data input, data analysis, and application of findings for ongoing instructional needs by class, grade and individual students.**
- **Target Population(s): Teacher Teams**
- **Responsible Staff Members: Principal, Data Specialist**

- **Implementation Timeline: November & December 2011**

Steps for including teachers in the decision making process

- **Teachers will meet on grade level and cross grade level to review the student data generated from the periodic assessments and informal assessments captured on EXCEL**
- **Periodic Assessment dates: November 2011, January 2012 and March 2012.**

Strategies to increase parental involvement

- **Student ELA goals will be developed for each student and communicated to the parents.**
- **Parent Coordinator to plan and schedule Common Core Learning Standards Parent Workshop to inform them of the expectations and goals for the coming year and years to come, as it pertains to ELA (November 2011).**
- **ARIS for Parents workshops scheduled to support parents in accessing their child's performance information and suggestions for supporting their child in their literacy work. (December 2011)**
- **BrainPop.com and BrainPopjr.com are educational websites that are made available to every student K-5 in the content area of reading and writing and can be used in school and at home.**
- **Parent Coordinator to schedule workshops that show parents how they can support the literacy work at home.**
- **Parent members of the SLT are encouraged to attend scheduled School Leadership Training for parents, sponsored by District 26 Family Advocate (November, 2011)**
- **Monthly School Leadership team Meetings are scheduled.**
- **Quarterly meetings with PTA Co-Presidents are scheduled.**
- **Principal schedules quarterly "Talk with the Principal" meetings for parents. Curriculum topics, school events, suggestions on how parents can support academic success are shared along with a question/answer period.**
- **NYCDOE Parent Teacher Conferences scheduled in November 2011 and March 2012 to provide opportunity for a**

discussion on each student's literacy progress.

- **Parent Coordinator makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and policies.**
- **Annual School Book Fair scheduled (November 2011).**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - **The Open Market System and the New Teacher Finder will be utilized to identify candidates who have demonstrated strength in mathematics.**
 - **The principal and the pupil personnel secretary will work closely with the network HR point person to ensure that only HQT are invited for an interview.**
 - **A School Hiring Committee comprised of the administration, teachers and parents will be established. The committee will formulate questions and interview potential candidates for available teaching positions.**
 - **Satisfactory candidates will be required to give a demonstration lesson with a class in our school.**
 - **A LEAD is selected to encourage independent leadership roles and to showcase their talent.**
 - **Principal provides breakfast /Professional Development workshops with the objective of informing the faculty of the DOE initiatives in literacy and to encourage social and academic collaboration (September 6, 7).**
 - **To ensure that all staff is knowledgeable in current instructional strategies and thinking, the LEAD will turnkey information and materials available for peer observation and training.**
 - **Administration will routinely provide teachers with opportunities to participate in current professional development such as: Thinking Maps; Danielson's Framework for Teaching; Curriculum Mapping; Performance Task Expectations; Smart Board and Acuity Training.**
 - **Common planning periods are scheduled to facilitate grade level planning and collegial conversation.**

- **Principal shares pertinent information from the Principal’s Weekly with the appropriate staff members.**
- **Weekly Lunchtime Professional Workshops (SBO) are scheduled to further professional development in various curriculum areas and to cultivate professional conversation.**
- **Monthly grade conferences are scheduled to provide opportunities for teachers on the grade to collaborate on curriculum tasks and to note trends in student performances.**
- **Articles are distributed or emailed to the faculty on topics that focus on the current research findings in ELA instruction.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **PS 98 has made outreach and partnered with SASF in writing a grant that would make their programs available to our community, which in turn, would support and enrich our academic goals.**
- **In addition the school’s PTA provides programs suitable for children that address a diverse range of issues including bullying, cultural differences, social awareness and drug prevention.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **NYSTL funds are used for the purchasing of literacy materials (textbooks, ancillary materials non-fiction books).**
- **NYSSL funds are used for the purchasing of literacy software.**
- **TL Children First is allocated for the professional development provided by CFN 205**
- **Supplemental supplies will be purchased through OTPS funds.**

Limited per diem days are allocated for the hiring of substitute teachers so that classroom teachers can attend professional development

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

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

By May 2012 80% of the students in grades K-5 will demonstrate proficiency in the understanding of grade appropriate scientific concepts as evidenced by Harcourt Brace benchmark assessments.

Comprehensive needs assessment

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

Analysis of data from NYS Science Test indicated that 76% of the students demonstrated proficiency. Recognizing that the state assessment measures understanding of scientific concepts based on cumulative knowledge, instructional strategies and practices throughout all grades needs to be strengthened to achieve stated goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity: 1

- **Professional Development: PD will be given on the following topics: utilizing informal assessments to record and analyze data for monitoring and revising the curriculum, creating science specific rubrics and translating them into quantifiable and measurable data points for ongoing data analysis by student and class, use data trend analysis to plan and set goals.**
- **PD will be provided to support teachers in managing time; implementing hands-on activities and the use of identified effective resources.**
- **Target Population: All classroom teachers**
- **Responsible Staff Members: Principal, Data Specialist,**

- **Implementation Timeline: September 2011 through May 2012**

Activity #2

- **Establishment of Data Team Sessions: Weekly EXCEL training sessions with Data Specialist and Teacher Teams that includes data input, data analysis, and application of findings for ongoing instructional needs by class, grade and individual students.**
- **Target Population(s): Teacher Teams**
- **Responsible Staff Members: Principal, Data Specialist**
- **Implementation Timeline: November & December 2011**

Steps for including teachers in the decision making process

- **Teachers will meet on grade level and cross grade level to review the student data generated from the informal assessments captured on EXCEL**

Strategies to increase parental involvement

- **Student Science goals will be developed for each student and communicated to the parents.**
- **Parent Coordinator to plan and schedule Common Core Learning Standards Parent Workshop to inform them of the expectations and goals for the coming year and years to come, as it pertains to science (November 2011).**
- **Parent Coordinator to schedule workshops that show parents how they can support the literacy work at home.**
- **Parent members of the SLT are encouraged to attend scheduled School Leadership Training for parents, sponsored by District 26 Family Advocate (November, 2011)**
- **Monthly School Leadership team Meetings are scheduled.**
- **Quarterly meetings with PTA Co-Presidents are scheduled.**
- **Principal schedules quarterly “Talk with the Principal” meetings for parents. Curriculum topics, school events,**

suggestions on how parents can support academic success are shared along with a question/answer period.

- **NYCDOE Parent Teacher Conferences scheduled in November 2011 and March 2012 to provide opportunity for a discussion on each student's science progress.**
- **Parent Coordinator makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and policies.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **The Open Market System and the New Teacher Finder will be utilized to identify candidates who have demonstrated strength in mathematics.**
 - **The principal and the pupil personnel secretary will work closely with the network HR point person to ensure that only HQT are invited for an interview.**
 - **A Hiring Committee comprised of the administration, teachers and parents will be established. The committee will formulate questions and interview potential candidates for available teaching positions.**
 - **Satisfactory candidates will be required to give a demonstration lesson with a class in our school.**
 - **Classroom teachers selected to encourage independent leadership roles and to showcase their talent as it pertains to science instruction.**
 - **Administration will routinely provide teachers with opportunities to participate in current professional development such as: Thinking Maps; Danielson's Framework for Teaching; Curriculum Mapping; Performance Task Expectations and Smart Board Training.**
 - **Common planning periods are scheduled to facilitate grade level planning and collegial conversation.**
 - **To ensure that all staff is knowledgeable in current instructional strategies teachers, as it pertains to science, classroom**

teachers will share their practices, research information and materials at our weekly SBO lunch/Faculty meeting

- **Principal shares pertinent information from the Principal's Weekly with the appropriate staff members.**
- **Weekly Lunchtime Professional Workshops (SBO) are scheduled to further professional development in various curriculum areas and to cultivate professional conversation.**
- **Monthly grade conferences are scheduled to provide opportunities for teachers on the grade to collaborate on curriculum tasks and to note trends in student performances.**
- **Articles are distributed or emailed to the faculty on topics that focus on the current research findings in science instruction.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **PS 98 has made outreach and partnered with SASF in writing a grant that would make their programs available to our community, which in turn, would support and enrich our academic goals with project based science activities**
 - **In addition the school's PTA provides programs suitable for children that address a diverse range of issues including bullying, cultural differences, social awareness and drug prevention**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **NYSTL funds are used for the purchasing of Core Science Curriculum textbooks and ancillary materials.**
 - **TL Children First is allocated for the professional development provided by CFN 205**
 - **Supplemental supplies will be purchased through OTPS funds.**

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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.

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

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
ELA	<ul style="list-style-type: none"> • IEP/SETSS teacher provides small group pullout Wilson instruction during the first period of the day • Chap. 53 Sig teacher provides pullout services for students in grades 1-2and 4 • Classroom teachers provide small group instruction during Extended Day with Treasures remediation program
Mathematics	<ul style="list-style-type: none"> • IEP/SETSS teacher pushes in for 1:1 instruction • Classroom teachers provide small group instruction during Extended Day with assorted remedial mathematics resources, including Brain Pop.
Science	n/a
Social Studies	n/a
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • When appropriate conducts the Banana Splits Program for children of divorce during school hours • Provides small and large group “rap” sessions on a variety of social issues during school hours.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Provides one-to-one short term counseling sessions with students during school hours.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Provides one-to-one or small group “rap” sessions on a variety of social issues to improve social interaction and cooperation. • Individual short-term counseling for intervention/prevention purposes.

At-risk Health-related Services	n/a
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**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 C. Amundsen/ MJ. Pisacano	District 26	Borough Queens	School Number 098
School Name The Douglaston School of Literature			

B. Language Allocation Policy Team Composition [?](#)

Principal Sheila Huggins	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Claudia Sparando	Guidance Counselor Hennie Wolf
Teacher/Subject Area Frances Pinto - SETTS	Parent Christine Briguglio
Teacher/Subject Area Frances Pinto - AIS	Parent Coordinator Deborah Govier
Related Service Provider Kelly Gallagher - Speech	Other
Network Leader Mary Jo Pisacano	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	235	Total Number of ELLs	4	ELLs as share of total student population (%)	1.70%
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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. 

Grades K-12 Language Allocation Policy

Part II: ELL Identification Process

1. New admits to PS 98 are interviewed first by our Principal. At that time, if the Principal determines, the home language to be other than English, Claudia Sparando, our certified ESL teacher, who is responsible for all phases of the identification process, is called to interview parents and assist in the completion of the Home Language Identification Survey (HLIS). This interview helps alleviate unnecessary testing. Once the home language is determined, this information is carefully maintained in ATS and on emergency cards. The classroom teacher and all staff who interact with our ELLs are informed by the school secretary and the ESL teacher of the need for translation when communicating with parents. Parent volunteers and English speaking relatives and friends act as translators for parents requiring assistance. However, if it is determined no other source is available, arrangements are made by our Parent Coordinator for translators from the DOE's Translation and Interpretation Unit for the subsequent interviews, Parent/Teacher Conferences, SBST meetings, meeting with staff, etc. After the HLIS is carefully examined for testing eligibility, the LAB-R is administered, thus establishing ESL eligibility. Hispanic students whose ESL eligibility is determined by the Lab-R are then given the Spanish LAB. A formal assessment focusing on ELA and Math skills is also administered in order to appropriately plan for each student. The NYSESLAT results, available in September, determine continued eligibility. Each year, the RLAT is examined to determine the mandated number of instructional minutes. The NYSESLAT also provides data for planning for continuing ELLs.

2. Parents of newly-admitted ELLs are asked to come to school as soon as possible for an orientation meeting. Because PS 98's ESL population is small, one-on-one interviews are usually conducted. At this meeting, parents are presented with the three program choices, which are explained prior to viewing the DVD if their English is adequate or through a translator if available. No mention is made that PS 98 only has an ESL program. The DVD is then shown in the native language and the parents are encouraged to ask questions afterwards. Parents are given the Parent Survey and Program Selection forms and the translated Parent Guide in the appropriate language. This orientation meeting takes place within the first ten days of the school year.

3. Parents of ELLs are informed of their child's entitlement by letter and/or telephone. As mentioned in No. 2 above, PS 98's ESL population is small and, therefore, it is possible to contact parents on an individual basis. During the orientation meeting, the appropriate forms are filled out. There has not been any difficulty with parents attending meetings or returning forms.

4. During the orientation meeting, after the program options have been discussed and it is clear that parents understand the choices, they choose a program. If a student is a Non-English speaker, a bilingual placement is discussed with the parents, but availability and location usually are deterrents. Translators are used for parents with limited English.

5. Parents have consistently opted for the ESL program in PS 98. For the last seven years, no parent has requested any other program. In 2002-2004 our six students' parents chose ESL. In 2004-2005, two students' parents chose ESL. In mid-year, a newly admitted students' parents chose ESL. In 2006, the parents of four newly-admitted students' chose ESL, and the parents of two transfer students also opted for ESL. In 2007 one new ESL student's parents chose ESL and in 2008 another student's parents also chose ESL. In January 2008, a new arrival's parents opted for ESL. In 2009, four newly admitted students' parents opted for ESL. A transfer student from another ESL program opted to continue in ESL. In 2010, two new ELLs students' parents chose ESL, as did the two new ELL parents this year.

6. Our program model is aligned with parent requests.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	1							4
Total	4	0	1	0	0	0	0	0	0	4

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											2
TOTAL	2	1	1	0	0	0	0	0	0	0	0	0	0	4

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7

Part IV ELL Programming

A. Programming and Scheduling Information – Questions 1-7

1.
 - a. Organizational model: PS 98's ESL program is an English immersion, pull-out/push-in program.
 - b. Program model: ELL students are usually in an ungraded heterogeneous group for the pull-out portion and then in a graded group for reading/ESL, also heterogeneous. In addition, there is a push-in component when it is determined a student needs more comprehensible input in the classroom.
2.
 - a. The CR Part 154 mandated number of instructional minutes is provided by the aforementioned organizational and program models. All instruction is delivered by PS 98's ESL teacher. Our ESL students at the beginning and intermediate levels receive the mandated 360 minutes per week, while students at the advanced level receive the mandated 180 minutes per week.
3. PS 98 is committed to academic rigor through a challenging curriculum for ELLs as well as general population students. The New York State ELL standards are reflected throughout the curriculum. ELLs will acquire language through a variety of methods and strategies. For content area instruction, which usually is determined through articulation with the classroom teacher, language objectives as well as content objectives are a priority. The ESL teacher scaffolds the academic language and vocabulary needed to understand and process the content and the material used, which includes readers, workbooks, texts, newspaper articles, magazines, charts, etc. Unfamiliar concepts and problematic language conventions are always deconstructed to insure input is comprehensible. Native language material is often used for additional support. As students become more proficient, attention is given to higher thinking skills such as summarizing, organizing, analyzing, and thinking inferentially. Literary and content area language continues to receive special attention. Tasks requiring multiple steps are introduced. The modifications of lessons that require these skills enable ELLs to maintain more congruence with classmates as well as experience more rigorous academic instruction and enriched language.
4. Hispanic children are administered the Spanish LAB-R by our SETTS teacher after their performance on the English LAB –R determines eligibility. Also, ELLs are provided NL versions of some standardized assessments. When possible, informal assessments are given in the native language by pedagogical staff when student's language functioning seems questionable. Also, interviews with parents

A. Programming and Scheduling Information

of new arrivals to the United States provide information on child's school performance in their homeland. They also are an informal indicator of the language performance of parents. These interviews sometimes require DOE translation services.

5. a. PS 98 does not have any SIFE students at this time. In the event these students become part of our population, plans are in place for their instruction. They will receive targeted instruction in all four modalities. Differentiated instruction based on a diagnostic/prescriptive approach from carefully analyzed assessment data will be designed. Scaffolding will support language and content area objectives. Additional support will be provided by AIS, peer tutoring, and after school programs. Every effort will be made to engage parents in their child's educational plan in hopes of generating more stability.

b. PS 98's ELL newcomers receive a comprehensive program designed to address the students' need for academic language acquisition, cognitive development, and social adjustment. Newcomers acquire language through a variety of methods and strategies. TPR is used with beginners in school less than three years. Small group task oriented lessons guide language development. Along with modeling and repetition, these hands-on kinesthetic activities not only make input more comprehensible and develop vocabulary and verbal skills, but they provide the opportunity to develop grammar and other writing skills as well. Instructional materials that address all modalities include big books, picture books, language experience charts, puppetry, music and jazz chants, and dramatic play. Realia is used as much as possible. PS 98 through Writer's Workshop already focuses on writing, and writing development will be a priority for ELLs. Elements of Balanced Literacy are incorporated when appropriate. For content area instruction, scaffolding will support language and content area objectives and, when appropriate, higher thinking skills will be introduced. Native language materials, when available, are used for support.

For those students required to take the ELA after one year, plans are in place to familiarize students with the test format and provide practice in the skills required. The student's proficiency and grade level will determine the approach but, suffice it to say, our overall instructional plan incorporates the comprehensive skills assessments required. However, beginning level third through fifth graders will be at a decided disadvantage.

c. PS 98 does not have any ELLs receiving service for four to six years. However, in the event these students become part of our population, plans are in place for their instruction. They will receive targeted instruction in all four modalities. Differentiated instruction based on a diagnostic/prescriptive approach from carefully analyzed assessment data will be designed. Scaffolding will support language and content area objectives, and classroom lessons will be modified to insure congruence. The push-in model will be used more often by the ESL teacher. Additional support will be provided by AIS and the Wilson Program, and the students will be evaluated for extended day placement. If deemed necessary, the student will be referred to our SETTS teacher for unofficial evaluation and possible S.B.S.T. referral. Counseling and related services may be recommended to parents.

d. PS 98 does not have any Long-Term ELLs at this time. However, in the event these students become part of our population, plans are in place for their instruction. The same academic interventions used for SIFE and ELLs receiving service for four to six years will be used. If these interventions are seen to be unsuccessful and all other attempted approaches also fail, and when it becomes clear second language interference is not impeding the student's progress, then he/she will be referred to our SETTS teacher to begin the S.B.S.T. referral process. Although parent cooperation will have been engaged long before this, it is imperative that parents are on board with this decision.

6. At this time, PS 98 has one second grade ELL student with special needs. His evaluation by a bilingual evaluator revealed he is English dominant. He will receive services provided by the SETTS teacher in addition to ESL. When appropriate, he will receive the same academic interventions used for SIFE, ELLs receiving service for four to six years, and Long-Term ELLs (Please see 5a, 5c, and 5d). Strategies discussed for newcomers (5b), will also be used where appropriate. The focus will be on the goals stated on the IEP.

7. PS 98's staff meets regularly for articulation and congruence regarding the needs of all students especially our special needs children. Classroom teachers, the SETTS teacher, the ESL teacher, and support staff discuss assessment data, lesson modifications, content area, language functioning, etc., in order to determine the best overall instructional plan, always implementing the goals of the IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Part IV ELL Programming

B. Programming and Scheduling Information Questions 8-17

8. PS 98's classroom and ESL teachers along with support staff meet frequently for articulation and congruence. Data analysis is used to establish targeted skills and objectives. Appropriate plans which reflect language objectives as well as content objectives in ELA, Math, Social Studies, and Science are discussed along with modifications, strategies, approaches, methods, materials, etc. Teachers implement the instructional program and give feedback at subsequent meetings. These meetings also provide a forum for discussions relating to ELLs social adjustment, special needs, etc. Since PS 98 has a small ELL population, students are more easily able to become part of classroom subgroups when strengths and weaknesses have been determined. Intermediate and advanced ELLs are usually part of writing subgroups in their classrooms. Our beginning level kindergarteners and intermediate first grader need overall language acquisition and their grades provide general development of language and concepts. They are always part of language development subgroups as well as all reading and writing skill groups. Our 2nd grade intermediate level student with special needs requires support in content area language and concepts as well as writing, so he is part of those subgroups receiving targeted instruction in his classroom. He does not require as much support for math, but for certain concepts and computations, he is included in these subgroups. Also, mathematical language is given special attention.

PS 98 has several intervention services available for ELA, Math and other content areas. In addition to SETTS, we have the Wilson Program, AIS, and the Language Arts Intervention program. All services are offered in English.

9. After students reach proficiency on the NYSESLAT, they receive AIS support and/or enrollment in the Language Arts Intervention Program for the next two years. Writing is always given special attention. This extra help continues until the classroom and ESL teachers decide through assessment and data analysis that support is no longer necessary. In the event continued progress is not made, referral to the SETTS teacher is an option.

10. This year "Wonderful Wednesdays" is part of our ELA program. Parents come to school to read a story to their child's class. A special invitation is extended to the parents of ELLs to read a story from their native country. If limited English is a concern, the parent is invited to share another part of their culture. In the past, food or arts and crafts projects helped bridge cultural gaps. This program has been well-received in the past, and it is hoped it can be expanded this year to include more classes and the parents of former ELL students.

11. None

12. In the spring, before school starts, parents attend a "get acquainted" meeting where school programs and services are presented. This is in addition to our formal and informal interviews, our regular orientation meetings, and the parent option meeting conducted in the fall. At all of these meetings, parents are made aware of the after school and supplemental services available at PS 98. In the past, our self-

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Part IV ELL Programming

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Part IV ELL Programming

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E. Parental Involvement

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

Paste response to questions 1-4 here.

Part IV Programming and Scheduling

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1. Parent involvement is a priority at PS 98. We have a very active PTA. There are monthly meetings and an informational website. Parent volunteers are an integral part of our school and perform many services for our students. Parents of ELLs are always encouraged to become active in school affairs, and special effort is made by the ESL teacher and parent coordinator to reach out to these parents so they feel comfortable and welcomed. Parents are informed on many occasions of the activities in which they can participate and are always encouraged to do so.
2. The ESL teacher has provided assistance to parents requiring or requesting special services. These services include English classes for adults at public libraries and local colleges, as well as finding community health care facilities for needs such as optometric evaluations, etc.
3. Parents' needs are evaluated from the moment their children enter PS 98. At all the orientation meetings, breakfasts, interviews, etc., professionals are mindful of the adjustments and stress of attending school in a new country or new city, especially when a different language is spoken. Every effort is made to make this transition as easy as possible. Translators are always made available for those parents with limited English. Either through interpreters or family members and friends, parents are encouraged to voice any concerns or problems they or their children may be having, and every attempt is made to find solutions. Guidance services are available for difficult adjustments or family problems.
4. Parent involvement activities provide parents with an opportunity to become familiar with their children's school and how it functions. They also provide an informal setting for parents to get to know teachers and staff members as well as other parents. The special invitation extended to ELL parents to read a native language story to their child's class or share part of their culture shows respect as well as a special effort to make parents feel welcomed. If parents feel comfortable, they are more likely to participate, and if they participate they are more likely to become partners in their child's education. Since translators are always made available if necessary, speaking another language is no longer an obstacle to parent participation and is indispensable in determining special needs

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

Part IV Programming and Scheduling

D. Professional Development and Support for School Staff

1. PS 98's LAP will be sustained by ongoing professional development provided by the ESL teacher whose licenses and certifications are on file. At staff meetings, an ESL related topic will be presented, keeping in mind the NYS ELL standards. These will include testing and data analysis, assessment and differentiated instruction, content and language objectives, vocabulary and language

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Part IV Programming and Scheduling

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2. Articulation and congruence meetings provide a forum for discussion regarding ELLs' transition to middle school. A folder containing history, articulation information, data, reports, copies of the HLIS and program option form, etc. for each ELL is maintained by the ESL teacher. To insure continuity and support, these folders accompany the students to middle school. Tours of the middle school occur during an orientation meeting scheduled each spring. The students are introduced to next year's ESL teacher. These meetings relieve some of the anxiety students may be experiencing as well as help student's adjustment to new surroundings.
3. New classroom and support staff receive the mandated 7.5 hours of ELL training through professional development at staff meetings and on professional development days. Special Education and SETTS teachers receive an additional 2.5 hours of training. Participants, meeting dates, and agendas are maintained by the ESL teacher and serve as a record of this training.

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Part V: Assessment Analysis

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

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

Paste response to questions 1-6 here.

Part V Assessment Analysis

Additional Information

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

Paste additional information here

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)	2													2
Intermediate(I)		1	1											2
Advanced (A)														0
Total	2	1	1	0	0	0	0	0	0	0	0	0	0	4

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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									0
4									0
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)								
Chinese Reading Test								

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Part V Assessment Analysis

B. After Reviewing and Analyzing the assessment data answer questions 1-6

1. PS 98 uses ECLAS-2 as well as teacher observation and informal assessments to assess early literacy skills. One of our beginning level kindergarten students is unable to perform on any subtests except letter recognition although there are gaps. This finding has been consistent for most kindergarten ELLs although the other beginning level kindergartener has good letter recognition and beginning and ending sounds. Our continuing, intermediate level first grader has mastered some subtests. His alphabet recognition and consonant sound subtests are on level, but he is below level on vowels, digraphs, and blends. It has been our experience that most ELLs begin 1st grade lacking these skills. His sight vocabulary is developing and, as would be expected, his comprehension is limited. Also, the vocabulary subtest showed difficulty with synonyms and multiple meaning words. This finding is generally consistent, too. Our continuing intermediate level 2nd grader with special needs is making good progress considering his language functioning in kindergarten. The ECLAS-2 shows on level decoding ability with oral expression and comprehension somewhat below level, and this is not surprising. His IEP goals include expressive language development as well as targeted phonic skills such as vowels and digraphs. The data provided by ECLAS-2 and all other assessments is useful for planning and differentiating instruction. All four ELLs will receive targeted instruction for deficit skills building on strengths such as phonemic awareness, alphabetic principals, decoding ability, etc. All four will benefit from our comprehensive developmental ELA program supported with ESL strategies and approaches. In addition, the focus for these ELLs will be overall language development.

2. Data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT are useful for planning and instructional purposes. Long term analysis of data patterns reveals, for most students, listening and speaking to be the strongest modalities, although beginning level kindergarten ELLs as well as their proficient classmates usually are unable to repeat complex sentences on the LAB-R. Students who perform on the beginning level on the LAB-R usually show improvement in listening and speaking on the NYSESLAT unless the student has special needs, although this is not always the case. Reading scores may only reach the intermediate or advanced levels even when listening and speaking scores reach proficiency. Writing, as would be expected, is usually the weakest modality and often is the impediment to proficiency.

3. Instructional decisions are affected by patterns across NYSESLAT modalities. After analyzing student performance, differentiated

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Douglaston School

School DBN: 26Q098

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Huggins	Principal		1/1/01
	Assistant Principal		1/1/01
Deborah Govier	Parent Coordinator		1/1/01
Claudia Sparando	ESL Teacher		1/1/01
Christine Briguglio	Parent		1/1/01
Frances Pinto - SETTS	Teacher/Subject Area		1/1/01
Frances Pinto - AIS	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hennie Wolf	Guidance Counselor		1/1/01
Mary Jo Pisacano	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q098** School Name: **PS 98**

Cluster: **2** Network: **205**

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.

Initial evaluation of translation and interpretation needs occurs when new admits and their parents are interviewed by the Principal during the registration process. At that time, if the HLIS indicates a language other than English, parents are seen by our certified ESL teacher who is responsible for all phases of the identification process. If it is determined from these interviews and Part 3 of the HLIS that translation and interpretation services are required, plans are in place to provide these services by pedagogical staff, relatives and friends, and parent volunteers. However, critical communications and documents are translated by the DOE. Parents are given a copy of the Bill of Parents' Rights and Responsibilities, and the Department's website which gives information in each covered language regarding translation and interpretation services and how to access these services. This all takes place well before the required 30 days.

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 small ESL population and most parents do not indicate the need for translations and/or interpretations. However, when they do, this information is carefully maintained in ATS and on Emergency cards. The classroom teacher and all staff who interact with our ELLs are informed by the school secretary and the ESL teacher of the need for translation and/or interpretation. Except for formal meetings where critical information is discussed, relatives and friends of parents have adequately provided these services. The contact information for relatives, friends, and parent volunteers is carefully maintained by the ESL teacher and school secretary when it is not on the emergency card.

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.

Since the DOE provides translations of critical communications and documents, this information is distributed at the time of registration and/or as soon as appropriate and available. School staff and parent volunteers provide translations of general school/classroom information in a timely fashion. Classroom teachers are asked, when possible, to provide the English version of their communiques as soon as possible. Relatives and friends are often called to further explain any information. If written information of critical importance needs to be communicated, our Parent Coordinator arranges for the services of the DOE's Translation and Interpretation Unit.

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.

Important classroom/school information is communicated to parents by school staff when appropriate, relatives and friends and parent volunteers. As previously mentioned, ongoing contact with relatives and friends is an important resource for keeping ELL parents informed. Again, any information of critical importance that needs to be interpreted will be assigned to the Parent Coordinator to make arrangements with the DOE's Unit.

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>.

The school will fulfill the Chancellor's regulations A-663 by providing a copy of the Bill of Parent Rights and Responsibilities in the appropriate covered language. We will post in a highly visible place near the school entrance and in the main office a sign in the most common covered languages informing parents of the availability of translation and interpretation services. Our School Safety Plan indicates how parents can reach the Principal without language barriers being an issue. The parents will be provided with an updated list of contact volunteers which will ensure smooth access to the Principal. Parents will be given the DOE's website concerning their rights to translation services and how to access this information.

