



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SHORACKAPPOCK SCHOOL

DBN: 06M098

PRINCIPAL: MARITZA A. RODRÍGUEZ

EMAIL: MRDRIGUEZ23@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUÑEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maritza A. Rodriguez	*Principal or Designee	
William Guerrero	*UFT Chapter Leader or Designee	
Elizabeth Alvarez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Teresa Arnold	Member/classroom teacher	
Bettina Baez	Member/classroom teacher	
Heidi Bound	Member/ classroom teacher	
Kyle Pfortmiller	Member/parent	
Natasha Pereyra	Member/parent	
Nancy Inoa	Member/parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To develop a checklist for classroom teachers that provides strategies/teaching points in each grade with a focus on determining central ideas and making logical inferences which are aligned to the CCSS by June of 2013.

Comprehensive needs assessment

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

- Students need to learn strategies to help them identify the central ideas in (non-fiction) texts.
- Students need to learn strategies to help them make logical inferences based on information learned from texts and real life experiences.

Instructional strategies/activities

- *The Instructional Team (ITM) of PS 98 will meet to discuss and research some of the most effective strategies to teach students how to determine the central ideas of texts and make logical inferences.*
- *A schedule will be planned for ongoing professional development during grade meetings with a focus on the following:*
 - *Defining inference*
 - *Analyzing text complexity*
 - *Developing key questions to guide students*
 - *Identifying and understanding the central idea of a text*
 - *Identifying skills needed to understand texts and make inferences*
 - *Developing a checklist for each grade so that all teachers have a list of expectations for each grade, as well as a list of questions that encourage students to make logical inferences in content areas.*
- *Teachers in grades 3-5 will focus on developing text questions after reviewing sample questions from former ELA Exams.*
- *Teachers will review appropriate sections of the book **The Common Core Lesson Plan Book K-5** by Gretchen Owocki.*
- *Instructional Leads will review appropriate sections of **Strategies that Work** by Harvey and Goudvis*
- *The ITM and classroom teachers will review the scaffolding of skills from PK-5.*
- *A minimum number of lessons per month will be established to model how to identify central ideas and inferring strategies.*
- *Teachers will use a common text for identifying the main idea (i.e. Social Studies text).*

Strategies to increase parental involvement

Workshops will be held to share with the parents questioning techniques they can use at home to help their children identify central ideas and make logical inferences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Tax Levy and Title I funding will be used to provide in-house professional development and training through the hiring of coaches in both Literacy and Math. In addition, both funding resources have been used to provide additional resource materials to support students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Students in grades K-5 will demonstrate progress in using evidence to support their opinions based on an analysis of their writing.

By June 2013, 60% of all students in grades K-5 will demonstrate an increase of one proficiency level in the area of evidence/details as measured by the PS 98 writing assessment rubric.

Comprehensive needs assessment

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

- Students need additional support to write evidence based opinion pieces.
- Students need to build background knowledge in specific areas in order to be able to write opinion pieces that are supported by evidence.

Instructional strategies/activities

- *A team of teachers will revise the curriculum calendar to include more lessons that require the students to use text based information.*
- *Students will be exposed to fiction and non-fiction texts based on a particular topic to distinguish between fact and opinion.*
- *Students will complete a task that requires them to read and analyze texts and express an opinion, based on evidence from the texts.*
- *Students will attend field trips to build their background knowledge on a selected topic.*
- *Teachers will align the nonfiction and persuasive unit of study to provide students with sufficient background information so that the students can make an informed opinion.*
- *Students will be able to distinguish between opinions and opinions based on evidence.*

Strategies to increase parental involvement

Workshops will be conducted to inform parents of the types of Internet resources that are available to their children including on-line Thesaurus and dictionaries. Workshops will be conducted to acquaint parents with the types of questions they can ask their children to help them formulate evidence based opinions.

Budget and resources alignment

- Indicate your school's Title I status: **X** School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Tax Levy and Title I funding will be used to provide in-house professional development and training through the hiring of coaches in both Literacy and Math. In addition, both funding resources have been used to provide additional resource materials to support students.

Title IIA funding is being used to reduce class size in grades K and 2.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To reorganize math content in order to focus on critical thinking and problem solving skills for each grade in order to meet the demands of the CCSS. By June 2013, 60% of all students in grades K-5 will demonstrate an increase of one proficiency level in the area of problem solving as measured by the PS 98 Math Problem Solving Rubric.

Comprehensive needs assessment

After analyzing results from both formal and informal assessments (Base line Assessment, Everyday Math Unit assessment, Student/Teacher conferences, Professional Learning Teams) we identified the following needs:

- *Students need extra support to articulate their thoughts and strategies when answering Math questions*
- *Students need extra support identifying the strategies needed to solve word problems.*

Instructional strategies/activities

- *Teachers will use the DOE pacing calendars, curriculum maps, and Everyday Math pacing calendars to align and reorganize content.*
- *Teachers will engage in professional development to strengthen their understanding of the Common Core State Standards and stages of cognitive development.*
- *The math coach will provide professional development in using the scoring rubric to analyze and score extended response questions to align the curriculum to the demands of the CCSS.*
- *A baseline, mid-year, and end of the year assessment will be administered to all students and analyzed by teacher teams.*
- *Teachers will create re-teaching loops to address the areas of needs indicated by the data in the assessments.*
- *The students will be able to analyze their own thinking when responding to math questions in order to demonstrate their deeper understanding of math content.*
- *Teachers will scaffold their Math instruction using manipulatives to support student learning of abstract concepts through concrete experiences,*
- *Students will use appropriate Math language in written and oral responses/explanations.*
- *Teachers will use SMART Board technology to provide students with hands on experiences in problem solving.*

Strategies to increase parental involvement

- *Workshops will be conducted for parents to acquaint the parents with the problem solving strategies teachers are using in the classroom.*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Tax Levy and Title I funding will be used to provide in-house professional development and training through the hiring of coaches in both Literacy and Math. In addition, both funding resources have been used to provide additional resource materials to support students.

Title IIA funding is being used to reduce class size in grades K and 2.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To engage all teachers in revising and implement two ELA and two Math units of study which are aligned to the CCSS.

- Two math units of study will be developed by teams of teachers based on selected key concepts in math so that the children experience common core aligned instruction.
- Two ELA units of study will be revised for each grade so that the children experience common core aligned instruction.

Comprehensive needs assessment

As part of the recommendations in our Quality Review, our own needs assessment, and the Chancellor's expectations, we have identified the need to revise two units of study in ELA (Report Writing/ Research Project, Responding to Literature, and Persuasive/Opinion essay) and develop two math units that are aligned to the CCSS.

Instructional strategies/activities

- *A schedule will be planned and funds will be allocated to facilitate planning time for professional development for administrators and teachers to ensure that the standards for planning and instruction are met.*
- *Grade level teacher teams will reorganize math units.*
- *The Finish Line Math Book by Continental Press will be used in grades 3-5 to supplement Everyday Math units in order to support key concepts and skills.*
- *Teachers will meet to align Finish Line Math and Everyday Math to the CCSS.*
- *Grade level teacher teams will revise ELA units.*
- *To ensure that units of studies are aligned to the CCSS, teachers will:*
 - *Analyze texts to ensure that they are appropriate for the unit*
 - *Develop teaching points related to the genre*
 - *Tasks will be planned for lessons*
 - *Entry points will be incorporated in the unit*
 - *Incorporate quality questions into the units*
- *Teachers will participate in grade level meetings to discuss best instructional practices.*

Strategies to increase parental involvement

- *Workshops will be conducted to share with the parents the expectations of the Units of Study as they relate to the CCSS.*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Tax Levy and Title I funding will be used to provide in-house professional development and training through the hiring of coaches in both Literacy and Math. In addition, both funding resources have been used to provide additional resource materials to support students.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- To increase use of technology in the school by utilizing recently acquired SMART Boards in classroom lessons at least once a week.

Comprehensive needs assessment

- To address the results from the DOE surveys, in which 49% of responding teachers either disagreed or strongly disagreed with the following statement:
"I have sufficient materials, equipments and assistive technology in good condition to teach my classes"

ELL'S and SWD'S need additional visual representations in order to scaffold/differentiate lessons

Instructional strategies/activities

- The Instructional Team of P.S. 98 will meet to discuss many strategies to teach students through SMART Board instruction:
Teachers will engage in:
 - a) Professional Development provided by Teq
 - b) Intervisitations
 - c) Grade meetings to discuss instructional strategies for SMART Board incorporation

Strategies to increase parental involvement

Workshops will be provided to share with the parents how and why teachers incorporate the use of SMART Bard technology into their lessons.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants RESO Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA/ESL	<p>ELA Support is provided within the Unit of Study, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic concepts in the text. Wilson Learning Program,</p> <p>ESL Students are taught using the following ESL methodologies: graphic organizers (such as semantic mapping, story maps, concept maps, KWL). Realia, art objects, visual displays, illustrations, strategy charts, real life examples, visual cues, kinesthetic activities, etc. Word Walls, strategy charts related to Units of study, the flow of the day charts, charts modeling the correct use of language, leveled libraries across a variety of genres, etc. Glossaries and dictionaries, Cooperative learning, peer tutoring Practicing paraphrasing and retelling, picking</p>	<p>ELA Our students receive intensive literacy development through a pull-out model. Teachers work in a variety of methodologies (charts, graphic organizers, cooperative groups and guided reading. Formative assessments are used to guide instruction and to improve students' growth.</p> <p>ESL Groups of up to 10 students via push-in or pull-out organizational model.</p>	<p>ELA During the school day ESL Service is provided during the school day. Specific amounts as determined by either NYSESLAT or LAB-R scores.</p>

	out the main idea, etc. Individual conferencing, explicit teaching of text structure, chunking and questioning aloud.		
Mathematics	Everyday Math	Whole class and small group instruction.	During the school day/Extended Day
Science	Support is provided within the content area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic (content area) concepts in the text.	Whole class and small group instruction.	During the school day
Social Studies	Support is provided within the context area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic (content area) concepts in the text.	Whole class and small group instruction.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services (social skills training, conflict resolution, character education).	Small group/individual counseling, classroom guidance lessons.	1X a week as needed during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Administrative staff attends hiring fairs to identify and recruit highly qualified teachers. The payroll secretary works closely with the Network PR point person to ensure that all candidates have the required documentation and meet all deadlines. All teachers have common planning time and participate in inquiry teams. In addition, newly hired teachers are offered support from the Literacy and Math coaches and professional development designed to address their specific needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Lawrence Block	District 06	Borough Manhattan	School Number 098
School Name Shorackappock Elementary School			

B. Language Allocation Policy Team Composition

Principal Maritza Rodriguez	Assistant Principal Dafne Sanchez-Aldama
Coach Rosanna Almonte, Lit. Coach	Coach Wanda Hall, Math Coach
ESL Teacher Ella Tikhon	Guidance Counselor
Teacher/Subject Area Berkis Salcedo, ESL Teacher	Parent
Teacher/Subject Area Nery Espailat, AIS Reading	Parent Coordinator Hector Vasquez
Related Service Provider	Other Linda Tabano, ESL Teacher
Network Leader Lawrence Block	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	5	Number of certified bilingual teachers	13	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	631	Total Number of ELLs	261	ELLs as share of total student population (%)	41.36%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	24	0	0	0	3	13	0	40						

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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
Spanish	14	10	25	18	27	18	16	14	21	10	2	13							105	83
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	14	10	25	18	27	18	16	14	21	10	2	13	0	0	0	0	0	0	105	83

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>55</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>1</u>	Hispanic/Latino: <u>51</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>1</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

- Graphic organizers, such as semantic mapping, story maps, concept maps, KWL;
- Realia, art objects, visual displays, illustrations, real life examples, visual cues, kinesthetic (hands-on) activities;
- Word walls, strategy charts related to the units of study, the flow of the day charts, charts modeling the correct use of language, leveled libraries across a variety of genres, including multicultural books and books in Spanish;
- Glossaries and dictionaries in the students' native languages;
- Vocabulary development component and extra time to practice applying and using the vocabulary;
- Cooperative learning, peer tutoring;
- Practicing paraphrasing and retelling, picking out the main idea of the text and justifying it, relating reading to student experiences, prediction, and visualization of a story (draw a scene, plot, etc.);
- TPR (Total Physical Response) and the Natural Approach methodologies, Cognitive Academic Language Learning, Whole Language Approach;
- Individual conferencing with the teacher, think-alouds used with reading, explicit teaching of text structure, chunking and questioning aloud, retelling a story, daily re-looping of previously learned material, and use of native language support.

4. We administer the Spanish LAB test to determine language dominance during the initial identification of ELLs; the EDEL (Evaluación Del Desarrollo De La Lectura), El Examen de Lectura en Español (ELE), and the Spanish version of the Developmental Reading Assessment (DRA) to determine the students' reading levels/proficiency in Spanish.

5 (a) SIFE students are offered extra academic support from AIS personnel in Reading. SIFE students are exposed to Read Alouds from a variety of genres in order to develop listening skills and expand vocabulary. Language structures are developed by engaging students in Shared Reading. Teachers are using interactive writing and explicit instruction to support students with their writing skills. In addition the students receive instruction during the extended day program, Saturday Academy, as well as during after school programs, including SES programs offered. Teachers use peer buddy and small group activities so that the SIFEs gradually feel safe to take educational risks. For additional instructional strategies/interventions, see the answer to question 3 above.

5 (b) We realize that the demands of newly arrived ELLs and the long-term ELLs are different and when both types are grouped together, a variety of scaffolding methods is employed by the teachers to ensure differentiation. In the very beginning, we focus the ELLs' language instruction on teaching of the Basic Interpersonal Communicative Skills (BICS), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their needs. While they are acquiring the basics, they are also introduced to the academic English language, or taught Cognitive Academic Language Proficiency (CALP) through various instructional strategies. This way the students master academic content while they become proficient in English as subject areas are integrated with language objectives. They learn English as they study meaningful content.

We continue to focus on moving Level 2 ELL students to Levels 3 and 4, as well as moving our Beginner and Intermediate ELL students to Advanced and Proficient Levels. Our ELL students who have scored a Level 1 or 2 receive intensive literacy development through a coordinated effort from support personnel (ESL, AIS in Reading, and Special Education Teacher Support Services (SETSS), and

A. Programming and Scheduling Information

classroom teachers) during regular school hours. These students are encouraged to attend the extended day program where extra support is given in reading, writing and math. Targeted students receive additional support through after-school programs. This year our school will have a Title III After School Program. Our goal is to increase student academic achievement in Language Arts and Mathematics. For additional instructional strategies/interventions, see the answer to question 3 above.

5 (c) The ELLs receiving 4-6 years of ESL services are at risk of becoming Long-Term ELLs. To support our Long-Term ELLs, we analyze the NYSESLAT scores and plan an intervention which includes the regular minutes mandated by CPR 154, AIS services, extended day program, and after school/Saturday programs (including Title III After School Program) where students engage in Book Clubs and use the Accelerated Reading Program in order to build each language modality. The students also participate in the NYSESLAT test prep geared towards their deficiencies assessed by NYSESLAT. The goal is for ELLs receiving services for 4-6 years to reach proficiency and test out of NYSESLAT. Last year 31 ELLs at P.S. 98 tested out of NYSESLAT. For additional instructional strategies/interventions, see the answer to question 3 above.

5 (d) N/A

6. For ELLs identified as having special needs, ESL teachers collaborate with classroom teachers by pushing in during Balanced Literacy periods for students identified as Intermediate and Advanced. ESL teachers review IEP goals so that they can address students' needs while incorporating ESL techniques. Students identified as Beginners are pulled out in small groups. Multisensory techniques are used in this setting to address beginning language skills. When possible students with special needs are mainstreamed and combined with students from the general population. Some ELL students also receive SETSS where specific instruction in early reading and phonic skills (Wilson Program) reinforce English language skills. For additional instructional strategies/interventions, see the answer to question 3 above.

7. The ELL-SWD students receive the same state-mandated services for English Language Learners as the general education students.

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
Native Language Arts	Spanish (TBE)
Social Studies:	English/Spanish (TBE)
Math:	Spanish (TBE)
Science:	English/Spanish (TBE)

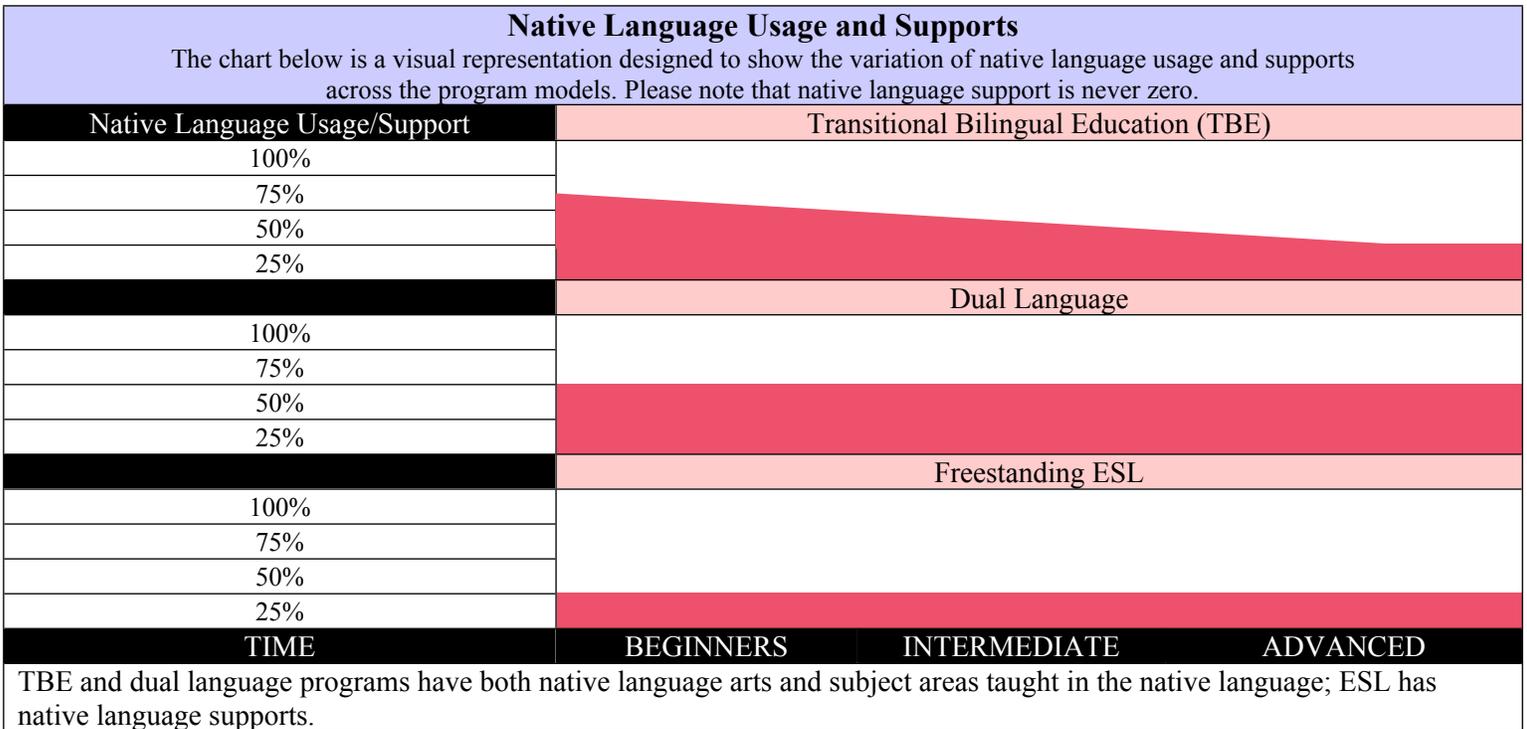
Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish (DL)
Social Studies:	English/Spanish (DL)
Math:	English/Spanish (DL)
Science:	English/Spanish (DL)

--	--

--	--

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



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?

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

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

10. No changes are planned at this time.

11. No changes are planned at this time.

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

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

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

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

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

17. N/A

C. Schools with Dual Language Programs

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

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

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

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

4. We use the self-contained model.

5. Emergent literacy is taught in both languages simultaneously.

D. Professional Development and Support for School Staff

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

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

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

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

Additional, on-going or planned PDs:

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

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

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

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

E. Parental Involvement

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

1. Our parents are actively involved in many different activities, such as

- Parent Teacher Conferences;

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

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

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

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

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

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

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

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

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

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

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

- Parents have various opportunities to volunteer.

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	19	21	19	1	4	0	0	73
4	1	12	10	16	2	2	0	0	43
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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.

1. Students are assessed using -

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

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

Progress is measured using Interim Assessments.

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

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

2. A review of the LAB-R and NYSESLAT results demonstrates that ELLs at all grade levels develop listening and speaking skills first and then develop reading and writing skills. ELLs at the beginning level show stronger listening and speaking skills than reading and writing.

ELLs at the intermediate level demonstrate growing ability in reading while their writing still needs significant improvement. ELLs at the advanced level demonstrate a considerable growth in their writing ability.

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

3. Our NYSESLAT results are consistent with the research regarding the stages of the acquisition of a second language: first the child develops the speaking and listening competency, followed by reading, and then writing. These patterns help us plan differentiated small-group instruction.

4. (a) After examining the student test results across proficiencies and grades for each program (TBE, DL and ESL), we have noticed the same pattern across all three programs: as students achieve English proficiency, their ELA scores improve. The newcomer ELLs usually fair better in the exams taken in their native language (unless they come with a limited academic background). Once ELLs acquire the academic knowledge and concepts, the test scores in both languages increase.

4. (b)(c) The Periodic Interim Assessments serve as evidence of whether the students are learning, reveal insight into their language skills and help us indentify strengths and weaknesses as the students acquire language throughout the year. Based on the results of the Periodic Interim Assessments, the teachers modify their instruction, plan for small groups, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials in both languages that match students' instructional levels and provide appropriate instruction to challenge them in order for the students to reach language proficiency.

The school leadership and teachers use assessment data to inform decision making, drive instruction, and implement changes across grades and programs.

5. (a) See question 1 above.

5. (b) On the ELE test, most of the EPs in the DL program scored in the 76-99 percentile (about 63% of the EPs tested); about 32% scored in the 51-75 percentile; about 5% scored in the 26-50 percentile, and 0% scored in the 1-25 percentile (see the Native Language Tests chart above).

5. (c) On the 2011 ELA exam, the EPs students in the DL program scored at Level 2 and Level 3 (the majority of the students scored at Level 3).

6. We evaluate the success of our ELL programs by measuring the students' growth in various formative and summative assessments. We consider it a success when our students meet and exceed NYS Standards and develop English proficiency and/or proficiency in their first and second languages (for dual language programs). We consider it a success when our students test out of NYSESLAT (in 2011, 31 of our students passed the NYSESLAT). Last but not least, we consider it a success when we provide our ELLs with a rich, challenging and supportive educational environment that helps them become independent learners and develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society.

Additional Information

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



Part VI: LAP Assurances

School Name: P.S. 95		School DBN: 06M098	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maritza Rodriguez	Principal		
Dafne Sanchez-Aldama	Assistant Principal		
Hector Vasquez	Parent Coordinator		
Ella Tikhon	ESL Teacher		
	Parent		
Berkis Salcedo, ESL Teacher	Teacher/Subject Area		
Nery Espaillat, AIS Reading	Teacher/Subject Area		
Rosanna Almonte	Coach		
Wanda Hall	Coach		
	Guidance Counselor		
Lawrence Block	Network Leader		
Linda Tabano	Other <u>ESL Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M098 School Name: Shorackappock Elementary School

Cluster: DSSI Cluster 06 Network: 601

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 98	DBN: 06
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Funding will be allocated to fund an additional certified ESL teacher's salary, thereby reducing class size. The teacher will serve students in the fifth grade for the school day. Prior to this funding, class size comprised of 28-30 students. There are currently 16 ELL's in the class. We believe that the additional time the teacher spends providing the students individualized and small group instruction utilizing ESL methodologies will increase the percentage of students that make progress in AMAO 1 and AMAO 2.

This class also allows the students to spend more time spent in the classroom, thus limiting the need for student pull-out. This will also ensure the use of ESL strategies throughout the course of the entire school day and on multiple content areas.

The teacher engages in common planning with colleagues, therefore the students are exposed to grade level curriculum which is aligned to the CCSS.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development funds will be used to provide focused professional development to assist teachers who serve ELL. The professional development topics were devised from the data the administrators have collected through classroom observations, classroom walkthroughs, student work, and teacher feedback. The professional development will be ongoing and include a series of sessions to address:

ELA instruction to meet student's individual academic needs, content area writing, entry points for ELL's, analyzing student work, questioning and discussion techniques and vocabulary development.

PD	Date	Duration
Content area writing	Ongoing	Meetings will be from 45 minutes to 2 hours.
Entry points for ELL's	Ongoing	Meetings will be from 45 minutes to 2 hours.

Part C: Professional Development

Analyzing student work 3x's a year Nov., Jan, and May Questioning and discussion techniques

Questioning and Discussion Techniques Ongoing Meetings will be from 45-2 hours

Vocabulary development Ongoing 45 minutes sessions

Teachers also meet during a common planning period on a weekly basis for 45 minute periods. The sessions will be facilitated by classroom staff as well as school coaches and administrators. The professional development will be at no cost to Title III

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our goal is to inform our parents of the new expectations of the CCSS. Four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops. During this time parents will have the choice to participate in different workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

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

In addition, Literacy Inc. will also provide support to parents. These meetings will take place once a month for 1 hour. Their focus will be to provide the parents with a deeper understanding of the CCSS.

The topics include:

Selecting grade appropriate text for your child.

Engaging in academic conversation with your child.

What are the writing expectations for your child?

The role trips play in student learning.

Math games that could be played at home.

Other topics will be generated as per parent request or needs.

Part D: Parental Engagement Activities

Parent will be informed via School Messenger and letters backpacked with students. The PA meetings will also serve as resource to share information.
This will be at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$-0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$0	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$0	
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	
TOTAL	\$	