



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE DOUGLSTON SCHOOL

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

PRINCIPAL: SHEILA B. HUGGINS

EMAIL: SHUGGIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sheila B. Huggins	*Principal or Designee	
Frances Pinto	*UFT Chapter Leader or Designee	
Leiman Johnson	*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	
Jeannie Georgiou	Member/Faculty	
Janette Schwartz	Member/Faculty	
Kely DeLuca	Member/Parent	
Mary Lynn Campirides	Member/Faculty	
Cristine Briguglio	Member/Parent	
Lisa McPherson	Member/Parent	
Catherine Bealin	Member/Parent	
Amy Kuchynsky	Member/Faculty	

Cynthia Borgese	Member/Faculty	
Michele Newton	Member/Parent	
Maria Brusco	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

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

By June 2013 80% of students in grades K-5 will maintain proficiency or show improvement of at least one level on their ability to construct grade appropriate viable arguments in math as measured on the Exemplars Rubrics for reasoning and proof.

Comprehensive needs assessment

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

In order to support our students' need to be ready for higher level mathematical tasks, as prescribed by the Common Core Learning Standards, the PS 98 Inquiry Team reviewed student performance data and noted a continued downward trend. Our findings were confirmed in the most recent NYCDOE Progress Report. Our analysis further revealed a consistent inability for our students to determine the necessary computational steps when answering a problem. We also noted a weakness in our students' ability to demonstrate how the answer, to a complex problem, was derived. Our data was drawn from Envision benchmark assessments and Performance Tasks administered by the classroom teachers. .

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Envisions Mathematics Program was purchased and its curriculum was implemented with a strong focus on problem solving and the constructing of viable mathematical arguments. **Target Population:** K-5 students; **Responsible Staff:** Teachers, Assistant Principal and Principal **Decision-Making Process/Assessment:** During common planning time (i.e. preps and grade conferences) ; **Timeline:** Fall 2012-Spring 2013;
- A school-wide study of the CCLS (Common Core Curriculum Learning Standards) is established to assure that grade, as well as, across the grade opportunities to plan will ensure rigor and scaffolding for student learning. **Target Population:** K-5 students **Responsible Staff:** Teachers, Assistant Principal, and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Teacher Teams
- Teachers will engage all students in at least two mathematics tasks that will be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and ELLs. These tasks will engage students in cognitively demanding mathematics that requires students to demonstrate their ability to model with mathematics or to construct and explore the reasoning behind arguments to arrive at viable solutions. **Target Population:** K-5 students; **Responsible Staff:** Classroom teachers, Assistant Principal and Principal; **Timeline:** Fall 2012- Spring 2013; **Decision Making Process/Assessment:** Teacher Teams
- Our Network Math Specialist will provide ongoing support to teachers in applying the CCLS to the Envisions Mathematics curriculum. There will be a particular focus on problem solving and student demonstration of their mathematical thinking. **Target Population:** K-5 students; **Responsible Staff:** Teachers, Principal and Assistant Principal; **Timeline:** Fall 2012 – Spring 2013; **Decision-Making Process/Assessment:** Common Planning time and Teacher Teams
- School Data Specialist along with the Network Math Specialist will provide support and training to teachers in the gathering and analyzing of the data. The Network Math Specialist will assist teachers in finding appropriate tasks for problem solving and constructing and defending logical paths to solving problems.

- Teachers will learn about and utilize technology resources to support the understanding, reteaching and enrichment of mathematics concepts with suggested software and websites. **Target Population:** K-5 students; **Responsible Staff:** Technology Teacher, Classroom teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Common Planning time, Teacher Teams and Faculty Conferences
- Teachers will attend monthly Lead-Teacher Math Workshops, provided by the Network. This opportunity will provide an increase in content knowledge in mathematics and deepen the understanding of how students learn and think about mathematics. Lead Teacher, in turn, will turnkey information to the rest of the faculty. **Target Population:** K-5 students; **Responsible Staff:** Lead Teacher, teachers assistant principal and principal; **Timeline:** fall 2012-Spring 2013; **Decision Making Process/Assessment;** Weekly Faculty Conferences; common planning time; Teacher Teams
- Study Teams will look closely at current student work to understand the steps needed to reach the high level of performance that the CCLS demands. Teams will analyze student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff. **Target Population:** K-5 students; **Responsible Staff:** Classroom teachers, principal and assistant principal; **Timeline:** Fall 2012-Spring 2013; **Decision Making Process/Assessment:** Common Planning Time

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Parent Coordinator** to plan and schedule Common Core Learning Standards Parent Workshop to review and inform parents of the NYCDOE's expectations for the coming year and years to come, as it pertains to mathematics. **Target Population:** Parents of K-5 students; **Responsible Staff:** Parent Coordinator, Principal, Assistant Principal; **Timeline:** Fall 2012-Spring 2013; **Decision Making Process/Assessment:** Planning Time
- **Parent Coordinator and Assistant Principal** to plan and schedule evening Family Math Game Night thus encouraging families to appreciate the impact of mathematics in their everyday lives. **Target Population:** Parents K-5; **Responsible Staff:** Parent Coordinator and Assistant Principal; **Timeline:** Fall 2012; **Decision Making Process/Assessment:** Planning Time
- **Parents** in need of translations or translators are accommodated whenever possible.
- **Parent Coordinator** to provide parent support by offering **ARIS for Parents** workshops which encourages parents to access their child's performance information on line.
- **Encourage families** to utilize our purchased educational website BrainPop.com and BrainPopjr.com to reinforce concepts in mathematics.
- **Attendance at Open School Week and Parent Teacher Conferences** to be encouraged via letters, telephone calls and email so that parents have an opportunity to observe firsthand the rigorous demand of our mathematics curriculum and to discuss their child's performance in mathematics.
- **Monthly School News Update** distributed (via e-mail and hard copy) to parents to inform them of the curriculum focus in mathematics.
- **Parent Coordinator** makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and attendance.

- Parent members of the SLT are encouraged to participate in discussions that relate to our mathematics goals.

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

- 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).
- Tax Levy money will be used, in part, to hire per diem substitute teachers who will cover classes while the classroom teacher attends PD workshops.
- Tax Levy money will be used to purchase necessary resources to support the implementation of the Envision Math Program. Also monies will be utilized to purchase software (i.e. Math Carnival, Math Zoo Zillions, Tessellation Exploration; The Graph Club and websites: BrainPop and BrainPop Jr.)
- We have a partnership with Ramapo for Children. The organization provides coaching and training sessions for teachers to support the structuring of programs that include children with special needs. The goal is to empower school staff to prevent and de-escalate conflicts before they become disruptive. Tax Levy money will provide opportunity to offer per session to accommodate further planning and training.
- A Fitness and Nutrition Fair will be planned to give families valuable information regarding exercise and various physical activities for their children. This promotes healthy living which in turns supports a greater capacity for students to better learn and work in school.
- We plan to establish a peer mediation program for students in support of conflict resolution and prove students with skills to support cooperating learning and social educational environment. Tax Levy money will provide per session opportunities for the participating faculty member to plan and organize the program. OTPS will also be used to purchase all relevant supplies necessary to execute the program.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 80% of students in grades 3-5 will improve their comprehension skills as measured by the Teacher's College Running Records assessment. Students are expected to show progress by increasing at least one year's progress.

Comprehensive needs assessment

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

The needs assessments utilized to inform the school of students' performance in ELA was the NYSELA assessment for 2012 and the NYCDOE Progress Report for 2011-12. Both instruments revealed that compared to other students who started at the same level, our students' progress continued to decline. We determined that another instrument was needed to give us a more accurate snapshot of student performance over time. By using the TCRWP benchmarks, we are able to track the progress of students' fluency and reading comprehension.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will utilize effective conferencing strategies in order to plan for differentiation and meet the needs of individual students **Target Population:** 3-5; **Responsible Staff:** Classroom teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Common planning time
- Teachers and Inquiry Team will collect data and maintain a data portfolio to drive planning for differentiated instruction **Target Population:** K-5; **Responsible Staff:** Classroom teachers, Assistant Principal, Principal; **Timeline:** October 2012- June 2013; **Decision Making Process/Assessment:** Common planning time
- Professional Development scheduled to train the classroom teachers on how to properly administer the TCRWP benchmark assessments. **Target Population:** Grades 3-5; **Responsible Staff:** Classroom teachers grades 3-5; **Timeline:** September 2012-June 2013 **Decision Making Process/Assessment:** Common Planning Time and Grade Conferences
- Teacher Teams will utilize the case study approach to further analyze student performance on Treasures Benchmark Assessments and Curriculum Associates Ready CCLS Assessments. Suggestions will be made on next steps and strategies for either re-teaching or enrichment. **Target Population:** Grades 3-5; **Responsible Staff:** Classroom teachers/Teacher Teams, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Common Planning Time
- Teachers will learn about and utilize technology resources to support the understanding, reteaching and enrichment of literacy concepts with suggested

software and websites. **Target Population:** K-5 students; **Responsible Staff:** Technology Teacher, Classroom teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Common Planning time, Teacher Teams and Faculty Conferences

- RTI (Response to Intervention) will focus on literacy this year. The team will work with teachers of identified students who are in need of literacy intervention. Fulltime AIS/SETSS will provide small group instruction for struggling student with both the pullout and push-in model. **Target Population:** Grades 3-5; **Responsible Staff:** AIS/SETSS teacher, RTI team; Principal and Assistant Principal; **Timeline:** September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Parent Coordinator** to plan and schedule Common Core Learning Standards Parent Workshop to review and inform parents of the NYCDOE's expectations for the coming year and years to come, as it pertains to ELA. **Target Population:** Parents of 3-5 students; **Responsible Staff:** Parent Coordinator, Principal, Assistant Principal; **Timeline:** Fall 2012-Spring 2013; **Decision Making Process/Assessment:** Planning Time
- **Parents** in need of translations or translators are accommodated whenever possible.
- **Parent Coordinator** to provide parent support by offering **ARIS for Parents** workshops which encourages parents to access their child's performance information on line.
- **Encourage families** to utilize our purchased educational website BrainPop.com and BrainPopjr.com other suggested websites such as: PBSkids.com, ABCYa.com, etc. to reinforce concepts in literacy.
- **Attendance at Open School Week and Parent Teacher Conferences** to be encouraged via letters, telephone calls and email so that parents have an opportunity observe firsthand the rigorous demand of our mathematics curriculum and to discuss their child's performance in literacy.
- **Monthly School News Update** distributed (via e-mail and hard copy) to parents to inform them of the curriculum focus in literacy.
- **Parents** will receive results of the TCRWP assessments along with suggested book titles to encourage students' independent reading.
- **Parent Coordinator** to schedule ARIS workshops to inform parents on how to access their child's performance information along with suggestions for supporting their child in their literacy work.
- **SLT** parent members participate in discussions about the purpose and approaches being used to meet our literacy goals during our monthly meetings.

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: NYSTL (for the purchase of additional literacy support materials) and NYSSL (for the purchase of literacy software).

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).
- Tax Levy money will be used, in part, to hire per diem substitute teachers who will cover classes while the classroom teacher attends PD ELA workshops provided by the Network.
- Tax Levy money will also be used to purchase necessary resources to support our literacy program (classroom libraries, remedial support materials, software and websites such as, Reader Rabbit, Pixie 3, Kidspiration Graphic Organizers, BrainPop and BrainPop Jr.,etc.).
- Tax Levy money allocated for the purchase of materials and supplies needed for the implementation of the TCRWP assessments.
- Tax Levy money allocated to purchase Fountas and Pinnell PD literacy materials for teachers in grades K-5.
- We have a partnership with Ramapo for Children. The organization provides coaching and training sessions for teachers to support the structuring of programs that include children with special needs. The goal is to empower school staff to prevent and de-escalate conflicts before they become disruptive. Tax Levy money will provide opportunity to offer per session to accommodate further planning and training.
- A Fitness and Nutrition Fair will be planned to give families valuable information regarding exercise and various physical activities for their children. This promotes healthy living which in turns supports a greater capacity for students to learn and work better in school.
- We plan to establish a peer mediation program for students in support of conflict resolution and prove students with skills to support cooperating learning and social educational environment. Tax Levy money will provide per session opportunities for the participating faculty member to plan and organize the program. OTPS will also be used to purchase all relevant supplies necessary to execute the program

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By May 2013 80% of the students in grades K-5 will demonstrate proficiency in the understanding of grade appropriate scientific concepts as evidenced by Harcourt Brace benchmark assessments.

Comprehensive needs assessment

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

Analysis of Harcourt Brace benchmark assessments in K-5 indicated that proficiency in the understanding of scientific concepts was not consistent throughout the grades. While 100% of the students in grade 4 performed at levels 3 and 4 on the NYS Science assessment the majority were at level 3. This fact prompted us to further analyze the HB benchmark assessments (for grades K-5) only to discover that a majority of the students did not perform at level 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Harcourt Brace Program curriculum has been implemented with a focus on reading, writing and discussion with evidence from the text. **Target Population:** K-5 students; **Responsible Staff:** Teachers, Assistant Principal and Principal **Decision-Making Process/Assessment:** During common planning time (i.e. preps and grade conferences) ; **Timeline:** Fall 2012-Spring 2013;
- A school-wide use of the constructivist teaching principles will allow students to construct meaning in various contexts with multiple objects, people, things and ideas. **Target Population:** K-5 students **Responsible Staff:** Teachers, Assistant Principal, and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Teacher Teams
- Teachers will engage all students with effective questioning that will engage students at various entry points of learning and understanding by the use of the Depth of Knowledge (DOK) and Danielson Framework. **Target Population:** K-5 students; **Responsible Staff:** Classroom teachers, Assistant Principal and Principal; **Timeline:** Fall 2012- Spring 2013; **Decision Making Process/Assessment:** Teacher Teams
- Teachers will learn about and utilize technology resources to support the understanding, reteaching and enrichment of scientific concepts with suggested software and websites. **Target Population:** K-5 students; **Responsible Staff:** Technology Teacher, Classroom teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Common Planning time, Teacher Teams and Faculty Conferences
- A private vendor, purchased with PTA funds Maritime Explorium will provide professional development to support teachers understanding and use of an investigatory approach to real-life problems thus providing a learning platform for language and literacy development. **Target Population:** K-5 students; **Responsible Staff:** Teachers, Principal and Assistant Principal; **Timeline:** Fall 2012 – Spring 2013; **Decision-Making Process/Assessment:** Lunchtime Faculty Conferences

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
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- **Parent Coordinator** to plan and schedule Parent Workshop to review and inform parents of the NYCDOE's expectations for the coming year and years to come, as it pertains to Science Standards. **Target Population:** Parents of K-5 students; **Responsible Staff:** Parent Coordinator, Principal, Assistant Principal; **Timeline:** Fall 2012-Spring 2013; **Decision Making Process/Assessment:** Planning Time
- **Parents** in need of translations or translators are accommodated whenever possible.
- **Encourage families** to utilize our purchased educational website BrainPop.com and BrainPopjr.com to reinforce concepts in science.
- **Attendance at Open School Week and Parent Teacher Conferences** to be encouraged via letters, telephone calls and email so that parents have an opportunity observe firsthand the rigorous demand of our science curriculum and to discuss their child's performance in science.
- **Monthly School News Update** distributed (via e-mail and hard copy) to parents to inform them of the curriculum focus in science.
- **Parents** will receive results of the Harcourt Brace benchmark assessments.
- **SLT** parent members participate in discussions about the purpose and approaches being used to meet our science goals during our monthly meetings.
- **Science Fair** for the school community to be scheduled with a focus on showcasing the discoveries and work of our students in science.

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: **PTA purchased contract with Maritime Explorium**

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).
- Tax Levy money will be used, in part, to hire per diem substitute teachers who will cover classes while the classroom teacher attends science workshops provided by outside vendors.
- Tax Levy money will be used to purchase necessary resources to support our science program (reference material, science equipment, software such as, Sammy's Science House, Learn About.. the Weather, Plants, Animals, Astronomy, Human Body Senses, Measurement, Dinosaurs, Simple Machines and website, Brainpop and Brainpop Jr., nationalgeographic.com, kids.discovery.com, etc.)
- We have a partnership with Ramapo for Children. The organization provides coaching and training sessions for teachers to support the structuring of programs that include children with special needs. The goal is to empower school staff to prevent and de-escalate conflicts before they become disruptive. Tax Levy money will provide opportunity to offer per session to accommodate further planning and training.
- A Fitness and Nutrition Fair will be planned to give families valuable information regarding exercise and various physical activities for their children. This promotes healthy living which in turns supports a greater capacity for students to better learn and work in school.
- We plan to establish a peer mediation program for students in support of conflict resolution and prove students with skills to support cooperating learning and social educational environment. Tax Levy money will provide per session opportunities for the participating faculty member to plan and organize the program. OTPS will also be used to purchase all relevant supplies necessary to execute the program.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013 80% of the students in grades 2-5 will show improvement of at least one level on their ability to write a grade appropriate opinion piece supporting a point of view with reasons and information as measured on the Exemplars Rubrics for Informational writing.

Comprehensive needs assessment

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

In order to support our students' need to be ready for higher level literacy tasks, as prescribed by the Common core Learning Standards and the Citywide Instructional Expectations for 2012-13. The PS 98 Teaching Team reviewed student writing samples and noted school wide inconsistencies with regards to writing structure and insufficient writing samples for the informational genre.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A school wide study of the CCLS and the Citywide Instructional Expectations is established to assure there is continuity with instruction and learning. **Target Population:** Grade 2-5 students; **Responsible Staff:** Teachers, Assistant Principal and Principal ;**Timeline:** September 2012-June 2013; **Decision Making Process/Assessment :** Teacher Teams
- Teachers will engage all targeted students in the NYCDOE performance tasks that are embedded in the CCLs curricula and to include multiple entry points for all learners including students with disabilities and ELLs. **Target Population:** Grades 2-5; **Responsible Staff:** Teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Teacher Teams
- Our Network ELA Specialist will provide ongoing support to teachers in applying the CCLs and CIEs in their literacy planning, instruction and analyzing writing samples. **Target Population:** Grades 2-5 students; **Responsible Staff:** Teachers, Assistant Principal and Principal; **Timeline:** September 2012-June 2013; **Decision Making Process/Assessment:** Administration
- Purchase the guide book for teaching literacy, *The Continuum of Literacy Learning* by Gay Su Pinnell and Irene Fountas for every classroom teacher to support their understanding and to improve their instructional practice in literacy. **Target Population:** Teachers Grades K-5; **Responsible Staff:** Administration; **Timeline:** November 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **SLT parent members participate in discussions about the purpose and approaches being used to meet our literacy goals during our monthly meetings.**

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

- 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).
- Tax Levy money allocated, in part, to hire per diem substitute teachers who will cover classes while the classroom teacher attends PD ELA workshops provided by the Network.
- Tax Levy money allocated to purchase Fountas and Pinnell PD literacy materials for teacher use in grades K-5.
- Tax Levy money allocated for the purchase of resources, materials and supplies needed for the literacy work.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- 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	TPR method, Interactive writing, Chants, Realia, Wilson Program and Foundation Program	Small group instruction	During school day and extended day hours
Mathematics	Manipulatives, visual representation, diagrams and models as provided by Envisions	Small group instruction	During school day and extended day hours
Science	Inquiry/ Constructivist method	Small group instruction	During school day and extended day hours
Social Studies	Interactive writing, Realia	Small group instruction	During school day and extended day hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor services, social worker services and school psychologist services	One-to-one	During school day and extended day hours

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.

- When needed, the Open Market System and the New Teacher Finder website will be utilized to identify candidates who have demonstrated proven strength in the core curriculum areas.
- The administration and pupil personnel secretary will work closely with the network HR point person to ensure that only HQT are invited for an interview.
- When needed a new faculty member a Hiring Committee comprised of the administration, teachers and parents will be established. The committee will formulate questions and interview potential candidates for the available teaching positions.
- Satisfactory candidates will be required to give a demonstration lesson with a class in the school.
- Classroom teachers are selected to encourage independent leadership roles and to showcase their talent as it pertains to science instruction.
- Administration will continue planning robust professional development opportunities that will include: Thinking Maps, Danielson's Framework for Teaching, Curriculum Mapping, Constructivism, Literacy Genre Study, Text Complexity, Performance Task Expectations and updated technology tools and websites.
- Common planning periods are scheduled to facilitate grade level planning and collegial conversation.
- Teachers will be invited to join study groups that will focus, in part, on differentiated instruction, text complexity and questioning.
- Weekly Lunchtime Professional Meetings made possible by a SBO will focus on a number of topics that support our academic goals in the core curriculum.
- Monthly grade conferences are scheduled to provide opportunities for teachers on the grade to collaborate on curriculum tasks and to note trends in student performances.
- Articles are distributed or emailed to all faculty members throughout the year to support their understanding of current trends and research.
- Teachers are required to maintain data and a record of the analysis of their data. Teachers are given support (professional development) to enable them to accomplish this expectation.
- Professional Development opportunities provided by our network are attended by all of our teachers.

**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;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

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

Principal Sheila Huggins	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Claudia Sparando	Guidance Counselor Hennie Wolf
Teacher/Subject Area Frances Pinto - SETTS	Parent Christine Briguglio
Teacher/Subject Area Frances Pinto - AIS	Parent Coordinator Deborah Govier
Related Service Provider Kelly Gallagher - Speech	Other
Network Leader Mary Jo Pisacano	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	235	Total Number of ELLs	4	ELLs as share of total student population (%)	1.70%
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Part II: ELL Identification Process

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

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

Grades K-12 Language Allocation Policy

Part II: ELL Identification Process

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

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

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

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

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

6. Our program model is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7

Part IV ELL Programming

A. Programming and Scheduling Information – Questions 1-7

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

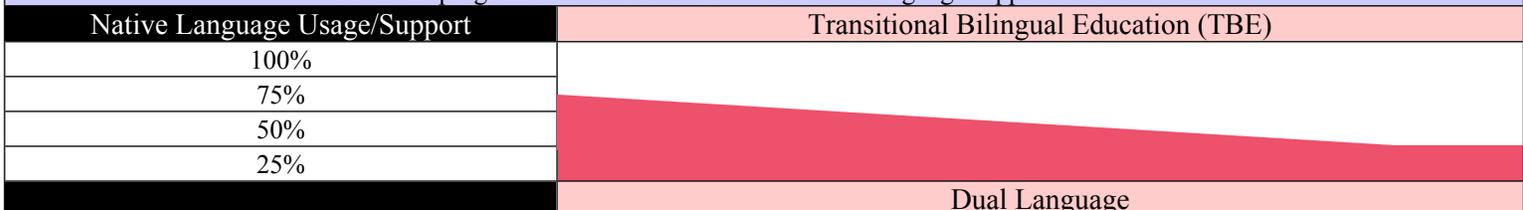
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Part IV ELL Programming

B. Programming and Scheduling Information Questions 8-17

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

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

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

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

11. None

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

sustaining after school program which includes classes in technology, music, arts and crafts, sports, etc. was presented and our continuing special music and art programs are discussed. Also, at our welcoming breakfast for all newly admitted students, all support staff presents an overview of all programs and services available at PS 98. Special care is taken to introduce the parent coordinator to ESL parents at that time. Translators are always provided if available. Our ELLs, past and present, are well represented in all programs and services as all staff and visiting presenters are made aware of ESL needs. Parents are always informed of the programs and services available.

13. ELLs are supported by a variety of instructional materials. Realia is used as much as possible. For example, beginning and advanced level students use big books, picture books, language experience charts, puppets, music, art materials, and when available picture dictionaries in both languages. As students advance in both language functioning and grade level, content area materials include graphic organizers, maps, timelines, charts, newspapers, and magazines. This realia continues to support academic functioning. Of course, text books, readers, workbooks, etc. are used to insure congruence with classmates. If necessary, tasks and activities are modified to make input comprehensible. School and classroom libraries contain books on a variety of subjects in several languages, and this is an important support for ELLs too. Technology is another source of support for ELLs. In addition to whole class technological instruction, ELLs have access to classroom computers with software for language development as well as reading and writing skills on several different levels. Some of these programs are in both English and a variety of languages. At articulation and congruence meetings, the technology teacher presents and demonstrates any special software available.

14. ELLs receive a variety of native language support. From the moment of their arrival, a newcomer is assigned a classroom “buddy”, preferably one who speaks the same language. If not, an older student who speaks the native language may be asked to help with any translations, etc. Parent volunteers are available at the welcoming breakfast for parents as well as students. School and classroom libraries contain books in several languages as well as dual language dictionaries, and software is available in classrooms and the computer room also in several languages. An important part of the LAP is the development of cultural literacy through a representative sample of American literature of different genres. Comparing similar native language stories with their American counterparts shows a respect for other languages and cultures, as do holiday celebrations and International Week. Parents are invited to visit their child’s class and read/tell a story from their native country. Appointments are made with DOE translators for parent/ teacher conferences , SBST referrals, etc. Students are provided the English and NL versions of formal assessments when available.

15. Yes

16. Since the Principal is available during most of July and August, newly enrolled students and parents may make an appointment for an informal orientation meeting before school begins. Also, in the Spring, the Parent Coordinator conducts walking tours of the school where staff is introduced. In June a new student orientation is held.

17. In the past Spanish was offered in our After School Program which hopefully will be reinstated in the near future.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Part IV Programming and Scheduling

D. Professional Development and Support for School Staff

1. PS 98's LAP will be sustained by ongoing professional development provided by the ESL teacher whose licenses and certifications are on file. At staff meetings, an ESL related topic will be presented, keeping in mind the NYS ELL standards. These will include testing and data analysis, assessment and differentiated instruction, content and language objectives, vocabulary and language enrichment, strategies, approaches, etc. On professional development days, workshops are given to familiarize staff with the methods and strategies that support ELLs.
2. Articulation and congruence meetings provide a forum for discussion regarding ELLs' transition to middle school. A folder containing history, articulation information, data, reports, copies of the HLIS and program option form, etc. for each ELL is maintained by the ESL teacher. To insure continuity and support, these folders accompany the students to middle school. Tours of the middle school occur during an orientation meeting scheduled each spring. The students are introduced to next year's ESL teacher. These meetings relieve some of the anxiety students may be experiencing as well as help student's adjustment to new surroundings.
3. New classroom and support staff receive the mandated 7.5 hours of ELL training through professional development at staff meetings and on professional development days. Special Education and SETTS teachers receive an additional 2.5 hours of training. Participants, meeting dates, and agendas are maintained by the ESL teacher and serve as a record of this training.

E. Parental Involvement

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

Paste response to questions 1-4 here.

Part IV Programming and Scheduling

E. Parental Involvement

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here.

Part V Assessment Analysis

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

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

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

3. Instructional decisions are affected by patterns across NYSESLAT modalities. After analyzing student performance, differentiated targeted instruction can be designed in order to remediate the weakest modality and capitalize on performance strengths. Also, long term patterns may indicate what modalities need a different approach. However, since writing is considered to be the most difficult modality to develop in English as well as a second language, it is not surprising the NYSESLAT supports this conclusion. Of course, the length of time it takes to reach writing proficiency needs to be taken into consideration.

4. a. As would be expected, beginning level ELLs in K and first grade have more difficulty with ELA skills than math. Lack of receptive language and vocabulary hinder classroom functioning. However, in these grades curriculum focuses on developmental skills and ELLs are automatically exposed to these skills. A comprehensive language development program supports this learning. Intermediate and

advanced ELLs are better able to be congruent with their classmates. The same holds true for second grade ELLs. ELLs in third through fifth grade on beginning and intermediate levels have the most difficulty being congruent with their classmates. Content areas pose the most problem since these subjects have sophisticated vocabulary and complicated concepts which students may not have even in their native language. Also, if their language functioning is several years behind their grade level, it takes much longer to catch up. This can be seen on social studies and science tests where our upper grade ELLs usually have the poorest performance. Comprehension of the material can be limited by vocabulary, and the concepts require a foundation the student may not have. Scaffolding and modifying assignments and assessments have helped. Students usually perform better on math tests requiring computation. Tests requiring problem solving are more difficult due to the need for vocabulary and math language. Again, scaffolding and modifications have helped.

b. The ELL Periodic Assessments provide teachers with data useful for planning and instructional purposes. When the data is analyzed, differentiated, targeted instruction can be implemented. Since the data pinpoints strengths and weaknesses, this analysis enables the principal to evaluate the instruction and determine if improvements need to be made. Articulation and congruence meetings are held to discuss changes in strategies, approaches, etc.

c. For a period of years, analysis of the Periodic Assessments shows ELLs have the most difficulty with reading and the conventions of grammar. Dual language dictionaries, computer programs, and classroom libraries supply native language support to make input more comprehensible.

5. Not Applicable

6. The success of our ESL program is carefully monitored. Articulation with classroom teachers and support staff is ongoing. The data from informal observations and evaluations, more formal assessments, and standardized tests such as ECLAS-2 and Periodic Assessments is carefully examined. If it appears an ELL student is not making progress, articulation and congruence meetings are held to restructure the curriculum. This data-driven, targeted instruction delivered in reconfigured ways usually alters student performance. Analysis of the NYSESLAT patterns across modalities is crucial to planning targeted instruction for the coming year. The Periodic Assessments are also used for this purpose. When a student's performance on a variety of assessments including the NYSESLAT reveals little or no progress, and fine-tuning instruction does not help, then special consideration is given to further support from AIS and/or SETTS. Referral to S.B.S.T. and related services is always an option.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Douglaston School

School DBN: 26Q098

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Huggins	Principal		1/1/01

School Name: The Douglaston School

School DBN: 26Q098

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

PS 98 has a small ESL population and most parents do not indicate the need for translations and/or interpretations. However, when they do, this information is carefully maintained in ATS and on Emergency cards. The classroom teacher and all staff who interact with our ELLs are informed by the school secretary and the ESL teacher of the need for translation and/or interpretation. Except for formal meetings where critical information is discussed, relatives and friends of parents have adequately provided these services. The contact information for relatives, friends, and parent volunteers is carefully maintained by the ESL teacher and school secretary when it is not on the emergency card.

Part B: Strategies and Activities

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

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

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

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

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

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

