



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HERMANN RIDDER/I.S. 98

DBN : 12X098

PRINCIPAL: CLARALEE IROBUNDA

EMAIL: CIROBUN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIQUEZ

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
Claralee Irobunda	*Principal or Designee	
Carmen Padilla	*UFT Chapter Leader or Designee	
Joan Castillo	*PA/PTA President or Designated Co-President	
Dulce Reyes	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	
Sandra Ramirez	Member/ Title 1	
Ruth Diaz	Member/ Treasurer	
Yolanda Garcia	Member/Parent/Guardian	
Sheree Crane	Member/ UFT	
Vonda Lawrence	Member/ UFT	
Rafael Alcantara	Member/Parent	
Belrthe Cajuste	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, all collaborative teacher teams will enhance our evolving school-wide curriculum across all content areas evidenced by unit plans aligned to NYC Common Core Learning Standards (CCLS) in Literacy and Mathematics.

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.
A three-year trend analysis conducted by the school's data team, determined that there was minimal performance growth in all sub-groups in Literacy tests. Results of the 2012 state tests in NYSTART show that less than 20% of students in Grades 6,7 and 8 scored at level 3and above. As a result, a priority goal for this school year continues to be 'the improvement of the overall Literacy achievement for all students'.

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) Professional Development – PD will be provided to build teacher Team's capacity to align units of study with the CCLS, in response to the specific needs of students. Content area teachers plan together to develop common core aligned units. There will be ongoing structured protocol to ensure there is alignment with the selected Common Core standards. Teachers will carry out interim assessments to monitor students' understanding, and through the use of rubrics, provide specific student feedback. Teachers to be able to analyze and provide student data to be used to assist students to set individual goals. Teachers will be able through further inquiry to provide data to prepare differentiated lessons.

(b) Creation of a Data Room – Coaches, Data Specialist, as well as teacher teams will have a designated location to be trained to use disaggregated student data. Data to include the use of cross curriculum data, from different content areas, made accessible in the room. The emphasis is to infuse Literacy across content areas Teachers use data information to set goals for groups as well as individual students. Responsible staff will facilitate discussions of students' progress with pertinent teachers and recommend strategies for improved outcomes.

(c) Teachers included in Decision –making - Teachers will meet on grade-level and in content area teams to review student data(September diagnostics, unit tests, periodic assessments) Teachers and administrators to determine if the 3% targeted increase in student performance should be the interim benchmark used by teacher-teams to measure effectiveness of activities and strategies. Teachers should then be able to recommend changes for specific student improvements- small group instruction, and differentiation of instruction.

(d) Timeline for implementation – September –December 2012.

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 16 -17 in this CEP. Some activities planned are: a) college visits for parents to familiarize them with college and careers; b) Parent workshops to address topics like Health, Drug Abuse, and Bullying; c) ARIS training and granting of ARIS website address to parents enabling them to access and monitor their child's academic record as well as to encourage more regular communication with their child's teachers.

Budget and resources alignment

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

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

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

If other is selected describe here: Middle School Quality Initiative (MSQI) - Literacy

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).

Teachers work in teams according to their content areas to plan curriculums to meet student needs during Common Planning Periods.

There is after-school tutorial for students in Literacy and Mathematics on Mondays, Tuesdays and Wednesdays, funded mostly by Tax Levy and Achieve Academy on Saturdays.

The Inquiry team comprised of Literacy, Math and English as a Second Language (ESL) teachers and a supervisor meet on Thursdays to plan for an identified group of at-risk students.

Our AUSSIE consultant will conduct Professional Development in Reciprocal Reading, Unit development, lesson planning and other strategies to incorporate CCLS into the curriculum. These programs and activities to be funded by Title1 and MSQI

Wilson Reading Program, Word Generation, Fountas and Pinnell for the improvement of vocabulary fluency and reading comprehension.

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.
- Principal and Assistant Principals will conduct a minimum of six(6) formative observations for each teacher, using selected components of a research-based rubric to provide meaningful feedback to teachers that will assist them in improving their effectiveness in the classroom.

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 classrooms where the culture for learning has been established other aspects of teaching become easier and more rewarding. Some of our teachers are trying to master the necessary skills involved and as a school we would like to have all our teachers have smooth functioning classrooms as prerequisite to good instruction. The 2012-2013 City-wide Instructional Expectations include improvement in instruction better questioning techniques and meaningful assessments.

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) Strategies and Activities for 'identified student groups' –
Students who demonstrate hard work or show significant improvement will be publicly acknowledged. Teachers encourage and recognize students who constantly produce high-quality work. Students are encouraged to enter their classrooms ready to work as well as to assume responsibility for their learning. Teachers are encouraged to demonstrate high expectations of all students and students will develop a great value for learning and hard work.

(b) Key personnel to implement strategies – Principal and assistant principals will use Charlotte Danielson's Framework for Teaching as a researched-based rubric to develop a shared understanding of instructional excellence.

(c) Teachers inclusion in Decision –making – Teachers will decide which of the three components (1e) Designing Coherent Instruction (3b) Questioning and Discussion Techniques (3d) Using Assessment in Instruction ,they will first work with after completing their self-assessments and the development of their individual professional development plan. Professional Development and workshops facilitated by Principal and Assistant principals, as well as network support staff to provide additional resources including the effective use of ARIS.

(d) Timeline for implementation – 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).
- PIP template is provided on pages 16 -17 in this CEP. Some activities planned are: a) college visits for parents to familiarize them with college and careers; b) Parent workshops to address topics like Health, Drug Abuse, and Bullying; c) ARIS training and granting of ARIS website address to parents enabling them to access and monitor their child's academic record as well as to encourage more regular communication with their child's teachers.

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Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy Title I Title IIA Title III X Grants X Other

If other is selected describe here: MSQI,

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).

Our staff meets weekly for school-based professional development on Thursday afternoons after dismissal. Teachers focus on components that need improvement as discussed in their post observations. Professional Development and workshops Fountas and Pinnell are frequently facilitated by Principal, Assistant Principals, representatives of the network and AUSSIE.

Coverages paid for teachers who regularly attend Professional Development and workshops outside school building from tax Levy (FSF) and MSQI.

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.
- To develop teachers' skills in managing student behavior. The Charlotte Danielson Framework will be used for its researched-based component on 'Managing Student Behavior'.

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.
- Although there is an approximate 15% decrease in the reporting of online incidences, the daily disruptions of classroom instruction as a result of poor student behavior is still a major concern for many 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.

(a) Strategies and Activities for 'identified subgroups' – workshops for teachers and staff using Charlotte Danielson's Enhancing Professional Practice as it concerns student behavior as well as our own 'Student and Staff Handbooks'. Teachers are encouraged to establish student behavior standards at the beginning of the year and to maintain them constantly, offering incentives to students when they show improvement or exhibit positive changes in behavior.

(b) Key personnel and other resources – Principal, Assistant Principals, Teachers, Guidance, Social Worker, Psychologist Deans of Discipline, SAPIS worker as well as network personnel to develop workshops for staff.

(c) Teachers inclusion in Decision-making – Teachers individually or in teams with Guidance Counselor, Deans and SAPIS worker to develop standards of conduct which have been explained and agreed- upon by the students.

(d) Timeline for implementation – 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).
- PIP template is provided on pages 16 -17 in this CEP. Some activities planned are: a) college visits for parents to familiarize them with college and careers; b) Parent workshops to address topics like Health, Drug Abuse, and Bullying; c) ARIS training and granting of ARIS website address to parents enabling them to access and monitor their child's academic record as well as to encourage more regular communication with their child's teachers.

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: Achieve Now After School Program

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). School-wide incentives have been created for good behavior and for upholding school-wide rules and procedures, Students receive on - going training of the discipline code and the assistance available to them from Guidance Counselor, Social Worker, SABIS worker and members of Positive Behavior Intervention Services. Professional Development opportunities are made available for teachers and staff regarding classroom discipline, positive reinforcement and the establishing of classroom culture. ERSSA to fund Social Worker and SAPIS worker, Tax Levy for Guidance Counselors and Deans, SBST funded through TL (FSF) . Additional funding for SAPIS through OASAS – sub abuse and Gateway Drug 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.
To ensure the quality and delivery of instruction for all English Language Learners and the provision of ongoing professional development for teachers.

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.
We would like to increase the number of students achieving proficiency in the annual NYSESLAT by 3 percent.

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) Strategies/Activities to meet needs of ELLs – Small group language instruction education program to be offered to **English Language Learners**. As much as is possible students are placed in same classes on grade levels to facilitate easy movements with the school's program schedule. They are also involved in after-school programs, both tutorial and cultural Mondays to Thursdays and in Bilingual Academy on Saturdays . the program is designed to ensure that ELLs receive the required amount of services by highly qualified providers.

(b) Key personnel and resources – There is a certified teacher in English as a Second Language (ESL) as well as other teachers certified in Bilingual Education, who are responsible for language instruction of the ELL students. The network will be asked to provide professional development and ongoing guidance to teachers.

(c) Teachers inclusion in Decision-making – teachers' language instruction and educational plan will be prepared by the teachers using materials and resources from professional development **and** workshops.

(d) Timeline for Implementation - 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 16 -17 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy Title I Title IIA Title III X Grants x Other

If other is selected describe here: Funding through Saturday Academy, MSQI

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). After school program Monday through Thursday, two teachers (an ESL and a Bilingual certified) to be paid from Title 111 and from MSQI- Bilingual Academy .Students are also able to participate with general school population on Mondays and Thursdays in their choice of basket ball ,or dance, or violin or cooking class, or Robotics.

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	Volunteer tutor from private sector – Wednesdays & Thursdays Saturday Achieve Academy Interactive reading, Vocabulary recognition	Small group instruction Small group instruction Wilson Reading Program, Word Generation	Pull-out during the day Saturday Academy During the day & Tuesdays Thursday after school tutoring
Mathematics	Volunteer tutor from the private sector – Mondays and Tuesdays Push-in /Pull-out Tutoring	Small group instruction Small group instruction	Pull-out during the day SETTS teacher does small group and individual instruction during the day Content area teacher tutors after school on Tuesdays and Wednesdays
Science	Tutoring –lab activities	Small group tutoring	After school
Social Studies	Lesson Reviews	Small group tutoring	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Group and individual counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The school will use Teacher Finder, Teach for America, NYC Teaching Fellows to secure the best qualified teachers for our school. We will also rely on our network Human Resource personnel to ensure that our non-HQT comply with all the required documentation and assessment deadlines to become HQT in as short a period as possible. Our HQT are as an integral part of the school community They take turn to be mentors for new teachers, some are group leaders in their content areas and still others are coordinators of the Inquiry Team there is also a group of HQT whose responsibility is to collect raw data from student assessments and interpret and chart the results for individual teachers. These teachers frequently attend workshops outside the building and turn-key for their peers and staff.

**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 IS 98. 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;

The Parent Involvement Policy of IS 98 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. IS 98 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 IS 98. 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, IS 98 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 IS 98 and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 educational program of IS 98 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;

IS 98 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

IS 98 , 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Herman Riddeer	DBN: 12X098
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There administration of I.S. 98x is proposing to utilize Title III Supplementary funds by providing an intensive small group instructional program in literacy (English/Spanish) for ELLs and former ELLs. Through this Title III intervention program, we will be targeting newcomers, long-term ELLs and former ELLs. Parents will be encouraged to register their children in the Saturday Academy. In the Saturday Academy, besides receiving instruction in the academics, the students are offered and are scheduled to participate in either a dance, robotics and violin class. This will be the second year that we offer these cultural activities. In the spring, and at the beginning of the Saturday Academy, students are involved in our gardening program. The Saturday ELL Academy will run from 8:00 a.m. - 1:00 p.m. The language of instruction will be English/Spanish. The program will commence October 20, 2012 and end on May 4, 2013.

Our staff consists of two bilingual and one ESL pedagogue. One of the bilingual teachers is a certified mathematics instructor. The pedagogues are assigned to work in the ESL Saturday Academy in small group instruction.

We will be implementing the Steck-Vaughn, Power Up! program which is comprehensive, leveled reading program designed to reach middle-school long-term ELLs and former ELLs who have yet to master the reading strategies and skills in reading and writing as those identified in the Standards for the English Language Arts compiled by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). The program also aligns with state and city, reading language arts curriculum standards. This close alignment with standards, curricula, and assessments will ensure that students receive instruction in the strategies and skills that they need most to become proficient in English.

Math Teachers Press, Inc. *Moviendo con Matemáticas* and/or *Moving with Math* will be integrated in the Title III Saturday Academy Supplementary program. The strategies and techniques in this program simplify and supplement the core mathematics curriculum in order to make learning more comprehensive and meaningful to ELL students. The ESL activities in this program use grade-level mathematics content as the vehicle for language development. All newcomers receive instruction in Spanish.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Pedagogues working in the Saturday Academy Title III Supplementary program will participate in workshops, geared toward the ELL population, in school and those offered outside of the school. At the present time, the pedagogues have attended workshops offered by the NYS Language Regional Bilingual Education Resource Network, (RBE-R) at New York University. Ms Yolanda Delgado-Villao has been assigned to our school through the NYU (PET) program and will work closely and present workshops in pertinent issues dealing with the delivery of instruction to ELLs. All staff that have ELLs in their classes will be attending an ELL Literacy Conference on Election Day, sponsored by the Office of English Language Learners. Pedagogical staff working with ELLs will be meeting on a monthly basis to insure that this group receives all the services as per CR Part 154. Professional development will also be organized around the Annual Measurable Achievement Objectives for ELLs.

The following workshops have been or will be attended by pedagogues working with ELLs:

October 3, 2012 - NYS Language Regional Bilingual Education Resources Network
Lillian Hernandez/Yolanda Delgado-Villao
Topic : Student Identification/HLS/Parental Interview
I. S. 98x - Bronx, N. Y.

October 10, 2012 - NYS Language Regional Bilingual Resource Network
Lillian Hernandez/Yolanda Delgado-Villao
Topic: Quality Instruction
I. S. 98, Bronx, N.Y.

October 26, 2012 -Understanding Title III AMAOs
Office of English Language Learners
Region 2, Fordham Plaza
Bronx, N. Y.

November 8, 2012 -Understanding Title III AMAOs
Office of English Language Learners
415 89th Street, 4th Floor - Conference Room
Brooklyn, N. Y.

November 8, 2012 - Reciprocal Reading - AUSSIE Consultant
I. S. 98x - Bronx, N. Y.- 2:20 p.m. - 4:00 p.m.

November 15, 2012 - Word Generation, MSQI
Argumentative Writing Rubric
Region 2 - Shannon O'Brady
I.S. 98x - Bronx, N. Y. 2:20 - 3:20 p.m.

December 13, 2012 - Integrating Common Core Learning Standards in ESL classes
AUSSIE Consultant
I.S. 98x - Bronx, N. Y. 10460 2:20 p.m. - 3:20 p.m.

January 10, 2013 - Test Complexity - Strategies to Breakdown Text
AUSSIE Consultant - I. S. 98x Bronx, N. Y. 10460

February 14, 2013 - Acuity on-Line Assessments for ELLs
Mr. Burgos/Ms. Padilla
I.S. 98x - Bronx, N. Y. 10460 2:20 p.m. - 3:20 p.m.

Part C: Professional Development

- March 14, 2013 - Portfolios in the ESL Classroom
Ms. Crane - ELA Lead Teacher
I.S. 98x - Bronx, N. Y. 10460 - 2:20 - 3:20 p.m.
- April 11, 2013 - Are ELA Bundles an effective tool in the ESL classroom?
Ms. Crane - ELA Lead Teacher
I. S. 98x - Bronx, N. Y. 10460 - 2:20 p.m. - 3:20 p.m.
- May 9, 2013 - Reviewing the NYSESLAT - Reading- Writing - Speaking - Listening
NYS Language Regional Bilingual Resource Network
Yolanda Delgado-Villao
I. S. 98x - Bronx, N. Y. 10460 10:00 a.m. - 12:00 p.m.
- June 6, 2013 - Preparing ELLs for the Summer Instructional Gap
NYS Language Regional Bilingual Resource Network
Yolanda Delgado-Villao
I. S. 98x - Bronx, NY 10:00 a.m. - 12:00 p.m.

Part D: Parental Engagement Activities

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

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

Begin description here: Monthly workshops will be held to accommodate parents of ELLs whose primary language is Spanish. These workshops are held monthly as part of the parent's association meeting. A bilingual pedagogue will discuss and present different educational issues and topics that can effect the learning process of their children. At the September 19, 2012 workshop, the two types of programs offered in our school were discussed and became the focal point of the discussion. The programs were explained in details and the parents participated and gave their views on the topic. These workshops will encourage and teach parents how to participate in the educational process of their children. According to research, parents English will improve in various practical domains, such as their abilities to help with homework, better communication within the family, and more involvement with the school.

Part D: Parental Engagement Activities

Therefore, the goal of these workshops is to show parents how their involvement in the school community has a correlation with student achievement. The parental ELL workshops will be held the third Wednesday of every month. The following is the list of workshops offered or to be offered to parents of ELLs and/or parents of immigrant students:

- September 19, 2012 - What are bilingual and ESL programs?
Ms. Padilla/Bilingual Coordinator
I.S. 98x Auditorium - 5:00 p.m. - 6:00 p.m.
- October 17, 2012 - "What's in your child's Backpack?
Ms. Dulce Reyes - Parent Coordinator
I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.
- November 21, 2012 - How to help your child choose a H.S.?
Como puedes ayudar a tu hijo(a) escojer una escuela superior?
Ms. Parker - Guidance Counselor/Ms. Padilla (interpreter)
I.S. 98x - Room 107 - 5:00 p.m. - 6:00 p.m.
- December 19, 2012 - ARIS/Parent Link
Ms. Connell, Asst. Principal/Ms. Padilla (interpreter)
I.S. 98x - Room 107 - 5:00 p.m. - 6:00 p.m.
- January 16, 2013 - Fuel/Food (ChooseMy Plate.org)
Nutritional Value of a Balanced Meal
School Dietician invited guest - Ms. Reyes (interpreter)
I.S.98x - Room 107 - 5:00 p.m. - 6:00 p.m.
- February 13, 2013 - Exploring Teacher Homework Hotline
Teacher Homework Help Representative - Ms. Reyes (interpreter)
I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.
- March 20, 2013 - "How to prepare your child for state examinations?
Ms. Pickett, Asst. Principal
I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.
- April 17, 2013 - La Importancia de un correo electronico
The Importance of Having an e-mail address
Ms. Barran/Technology Specialist - Ms. Padilla (interpreter)
I.S. 98x - Room 107 - 5:00p.m. - 6:00p.m.
- May 15, 2013 - The Internet - A School Without Walls
El Internet - Una Escuela sin Paredes
Mr. Thomas - ELA teacher - Ms. Padilla (interpret)
I. S. 98x - Room 107 - 5:00 p.m. - 6:00 p.m.
- June 19, 2013 - Programas de Verano
Summer Programs
Ms. Trejo - Social worker
I. S. 98x - Auditorium - 5:00 p.m. - 6:00 P.m.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11000

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12x098** School Name: **Hermann Ridder**

Cluster: **2** Network: **608**

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.

An assesment of translation and oral interpretation service was conducted by members of the Language Allocation Policy committee. This assessment was conducted for the purpose of identifying the accessibility of translation and oral interpretation services available in our school when communicating with families of students whose first language is other than English. We reviewed the list of ELLs to find out what language was spoken at home. We also perused through the home language services and spoke to the ELLs that receive ESL services.

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.

The assessment found that the majority of translation and oral interpretation services was entrusted upon the parent coordinator, and bilingual personnel. Therefore, identification of a designated person or persons responsible for translation and oral interpretations was not available for the school community! Translators and oral interpreters were used as available. The school community bacame aware of the problem during the monthly staff meeting. The community agreed that we should have identifiable staff members that will help pedagogues when they communicate with families of students whose first language is other than English. A list of interpreters and translators was distributed to the school community.

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.

Written translation services will be done by a committee, which will include the parent coordinator, a Spanish bilingual pedagogue, a Haitian-Creole pedagogue and a Bengali paraprofessional. All written communication will be done in two languages; Spanish and English. This written communication will include, monthly calendars, newsletters with information concerning academic programs and after school activities. We will further translate NCLB mandated information when not available from OEEL, DOE. We will reach out to the OEEL, in translating communication to be sent to Haitian-Creole and Bengali families.

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.

Oral interpretation services will be provided to Spanish, Haitian-Creole and Bengali families when they attend meetings and activities in the school. These interpreters will also be used to call the homes of families whose language is other than English. The interpreters will further be used during monthly award ceremonies, open school night, regional meetings, and to inform parents about NCLB choice and supplementary educational services and other DOE programs.

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 Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by : (1) The translation and interpretation committee will maintain records of all language access service it provides, documents it translates, the number of meetings at which it provides interpretation services and languages used. (2) A list of employees that provides services as well as the number of times interpretation services are provided by telephone, the language used and the interpreters name. (3) We will post a sign in each language indicating availability of interpretation services in the school. This sign will be posted by the main entrance of the school. (4) We will also be contacting the Translation and Interpretation Unit and schedule our Parent Coordinator as well as a pedagogue to receive training on language access requirements.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: Herman Riddeer

DBN: 12X098

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 35

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 3

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The administration of I.S. 98x is proposing to utilize Title III Supplementary funds by providing an intensive small group instructional program in literacy (English/Spanish) for ELLs and former ELLs. Through this Title III intervention program, we will be targeting newcomers, long-term ELLs and former ELLs. Parents will be encouraged to register their children in the Saturday Academy. In the Saturday Academy, besides receiving instruction in the academics, the students are offered and are scheduled to participate in either a dance, robotics and violin class. This will be the second year that we offer these cultural activities. In the spring, and at the beginning of the Saturday Academy, students are involved in our gardening program. The Saturday ELL Academy will run from 8:00 a.m. - 1:00 p.m. The language of instruction will be English/Spanish. The program will commence October 20, 2012 and end on May 4, 2013.

Our staff consists of two bilingual and one ESL pedagogue. One of the bilingual teachers is a certified mathematics instructor. The pedagogues are assigned to work in the ESL Saturday Academy in small group instruction.

We will be implementing the Steck-Vaughn, Power Up! program which is comprehensive, leveled reading program designed to reach middle-school long-term ELLs and former ELLs who have yet to master the reading strategies and skills in reading and writing as those identified in the Standards for the English Language Arts compiled by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). The program also aligns with state and city, reading language arts curriculum standards. This close alignment with standards, curricula, and assessments will ensure that students receive instruction in the strategies and skills that they need most to become proficient in English.

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Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Pedagogues working in the Saturday Academy Title III Supplementary program will participate in workshops, geared toward the ELL population, in school and those offered outside of the school. At the present time, the pedagogues have attended workshops offered by the NYS Language Regional Bilingual Education Resource Network, (RBE-R) at New York University. Ms Yolanda Delgado-Villao has been assigned to our school through the NYU (PET) program and will work closely and present workshops in pertinent issues dealing with the delivery of instruction to ELLs. All staff that have ELLs in their classes will be attending an ELL Literacy Conference on Election Day, sponsored by the Office of English Language Learners. Pedagogical staff working with ELLs will be meeting on a monthly basis to insure that this group receives all the services as per CR Part 154. Professional development will also be organized around the Annual Measurable Achievement Objectives for ELLs.

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Part C: Professional Development

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- schedule and duration
- topics to be covered
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Ms. Parker - Guidance Counselor/Ms. Padilla (interpreter)
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Ms. Pickett, Asst. Principal
I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.
- April 17, 2013 - La Importancia de un correo electronico
The Importance of Having an e-mail address
Ms. Barran/Technology Specialist - Ms. Padilla (interpreter)
I.S. 98x - Room 107 - 5:00p.m. - 6:00p.m.
- May 15, 2013 - The Internet - A School Without Walls
El Internet - Una Escuela sin Paredes
Mr. Thomas - ELA teacher - Ms. Padilla (interpret)
I. S. 98x - Room 107 - 5:00 p.m. - 6:00 p.m.
- June 19, 2013 - Programas de Verano
Summer Programs
Ms. Trejo - Social worker
I. S. 98x - Auditorium - 5:00 p.m. - 6:00 P.m.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11000

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

