



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HERMANN RIDDER/I.S. 98  
**DBN (i.e. 01M001):** 12X098  
**Principal:** CLARALEE IROBUNDA  
**Principal Email:** CIROBUN@SCHOOLS.NYC.GOV  
**Superintendent:** MYRNA RODRIQUEZ  
**Network Leader:** RUDY RUPNARAIN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Claralee Irobunda	*Principal or Designee	
Carmen Padilla	*UFT Chapter Leader or Designee	
Yolanda Garcia	*PA/PTA President or Designated Co-President	
Sara Leabreault	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	
Irene Medrano	Member/ PTA	
Monica Morales	Member/ PTA	
Tirsa Batista	Member/ PTA	
Cheryl Ann Doyle-Barran	Member/ UFT	
Vonda Lawrence	Member/ UFT	
Dulce Reyes	Member/ Parent Coordinator	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014 all core teachers would have completed school-wide adopted shifts in the curriculum across all content areas in ELA, Mathematics, Science, Social Studies, Physical Education, Art and Technology evidenced by the unit plans with adjustments to NYC Common Core Learning Standards (CCLS). As well as all teachers will engage in the collaborative inquiry process and analysis of students' work.

### 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.

#### Comprehensive needs assessment

- Data from 2012-2013 Progress Report
  - . Data from the Baseline assessments done in Sept. – October 2013.
  - Data from Learning Environment Survey
  - City-Wide Instructional Expectation Document
  - The new (CCLS) Standards means new curriculum alignment
- New curriculum materials such as Expedition Learning and CMP3 mathematics

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- . All English, math, social studies, and science teachers will participate in bi-monthly department meetings during their professional development block, with the support of our school's network achievement coaches.
- Departmental teams will examine student work from the 2012-13 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During daily professional development in all content areas (by grade and or content areas), where teams work to refine curriculum units and engage in a structured discussions to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- Teams will use the tasks that are posted on the DOE Common Core Library as a tool as well as the mini-tasks that are posted on EngageNY.
- School leadership will meet weekly with Instructional Leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- . Middle School Quality Initiative (MSQI) to continue using an interdisciplinary approach to address literacy instruction.
- . Teachers' Incentive Fund (TIF) and Quality Initiative to offer PD for teachers to build capacity with emphasis on teacher leadership in school.

#### B. Key personnel and other resources used to implement each strategy/activity

1. School administrators, network specialists, content area coaches, coaches from TIF and MSQI
2. DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coaches and Network.
3. Resources: ARIS Learn, Common Core Library

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ongoing assessments and improvements in instruction

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be scheduled one period daily to meet for collaboration. They will be paid per session to meet after school to plan lessons.

### 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).

Parent Coordinator will inform parents about new Standards and City-Wide Instructional Expectations. PC attended training on topic and will hold various parent workshops.

- PTA members receive training on Common Core Standards and tasks
- SLT members receive training on Common Core Standards and tasks

- PC reaches out with celebratory activities that showcase non-academic abilities, ie perfect attendance
- Parent classes in ESL, GED and Computers

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are a part of the Teacher Incentive Fund (TIF). Through this federal program we are allowed to have one PIC and three DTs. These are teachers who will receive stipends to serve as instructional leaders on staff. These teachers will be leaders regarding our inquiry goal and will render PD as needed. They will attend off-site PD workshops and turnkey information to our staff. Through TIF we will also have access to the TIF staff and a Teacher Effectiveness Ambassador.

**Goal and Action Plan #2**

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.

**To improve teacher effectiveness through adaptation of the Danielson Framework for Teaching.**

- Deepen the school community's understanding of what high-quality teaching looks like through professional development on all twenty-two competencies from Charlotte Danielson's *Framework for Teaching*.
- By the end of the 2013-14 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across the school's all competencies.
- 90% of teachers will participate in at least 7 hours of professional development throughout the 2013-14 school year on the norming of teacher -practice using videos, sharing best practices that reflect standards for Effective and Highly Effectiveness in each area, identifying areas of growth based on prior observations of each other's practice, and developing personal development plans.

**Evidence:**

- Data from school-based PD sessions that demonstrates increased skill among teachers and school leaders in using the Danielson competencies to assess videos of teacher practice. Data may be in the form of school-based rating guides.
- School-made teacher survey indicates that at least 75% of teachers agree that "Teachers, Achievement Coaches and administrators at my school have a shared an understanding of effective teaching."
- On the Spring 2013 NYC School Survey, at least 90% of teachers agreed or strongly agreed that "my PD experiences this school year have been sustained and coherently focused, rather than short-term and unrelated".

**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.

**Comprehensive needs assessment**

- Available Teacher Data Reports
- Classroom Observations utilizing Danielson's Framework from administration
- . Classroom visits using low inference notes by peers-PIC, DTs.
- Danielson Self-Evaluation Survey Data
- Data from 2012-2013 Progress Report
- Data from Learning Environment Survey
- . Feedback from Teacher Incentive Fund Ambassador and coach
- . Feedback from TIF- PIC and DT teachers
- City-Wide Instructional Expectation Document

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- . In the fall, hold professional development to help teachers deeply understand 3 school-selected competencies; follow up with additional PD sessions throughout the school year on Chancellor's Conference days and during regularly scheduled teacher team meetings and designated professional development time.
  - Identify resources and structures to support teachers' understanding of the Danielson *Framework* (e.g., videos on ARIS Learn, teacher team meetings, intervisitations, Common Core Library, EngageNY, books, Network Support, Teacher Incentive Program, Dts and PIC.)
  - As a faculty, over the course of the school year teachers to view at least 4 classroom videos together and record low-inference observations. Review each competency at and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
  - . □ Utilize TIF personnel to offer differentiated, on-site support with particular focus on new teachers and struggling teachers.
  - Utilize PIC and DTs to support their colleagues.
  - Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, Teacher Leaders, Identified Specialist from Network, TIF Ambassador, Danielson Coach, PIC and DTs.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Improved rating on observations and artifacts, more rigorous instruction for students.

**D. Timeline for implementation and completion including start and end dates**

1. 2013-2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Time set aside for teacher collaboration, the use of laptops, Ipads, Smartboards. Teachers attend workshops inside and outside of school to deepen their understanding of Danileson Framework

**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).

See PIP attached

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are a part of the Teacher Incentive Fund (TIF). Through this federal program we are allowed to have one PIC and three DTs. These are teachers who will receive stipends to serve as instructional leaders on staff. These teachers will be leaders regarding our inquiry goal and will render PD. They will attend off-site PD workshops and turnkey information to our staff. Through TIF we will also have access to the TIF staff and a Teacher Effectiveness Ambassador.

**Goal and Action Plan #3**

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 improve student literacy proficiency with an overall 20 point increase in baseline for students in Alternative Assessment Programs using appropriate formative assessment as well as a 5% increase in the number of students scoring Level 3 and 4 on the NYS Standardized ELA exam.

**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 results of the 2012-2013 ELA NYS Standardized Tests indicate that approximately 60 percent of all students performed at Level1.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All Students including subgroups (ELLs and students with disabilities)to be identified through DRP tests and Scantron Performance Series assessments as well as NYS test results as baseline to prepare individual goals for students. ELA baseline and DRP tests completed in October to be used as baseline benchmark to create specific school-wide goals in ELA. Action plans to be developed supporting these goals with mid-year benchmark assessments completed in March 2014, and end of

year assessments to be completed June 2014. The data provided by these assessments will initiate – determination of annual professional needs, drive unit plan outcomes that are connected to MOSL, create annual individual goals for students and include differentiation in daily lesson planning. Teachers to create Student Benchmark binders to address the individual instructional needs of the students and measure students’ progress towards goal setting in February and June 2014. Teachers will meet one period daily by grade level and by content areas to support the progress towards instructional goals as well as ‘inquiry activities’. There is also one period daily set aside for each grade to be involved in Academic Intervention Services (AIS) in ELA.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School administrators, Teachers, Network support personnel, content area coaches, TIF coach and MSQI coaches to facilitate professional development, workshops and inter- school and class visitations. There will be Grade-Level teams for Inquiry-based discussions, professional development in Unit Planning at bi-weekly content meetings; Universal Design for Learning bi-weekly at content meetings, conducting Schoolnet, DRP, Ed Performance and I-Ready assessments in October 2013 and in January and April 2014. There will be teacher participation in differentiated PD based on teacher-needs following TIF and MSQI guidelines Daily improvement in understanding and implementing the CCLS and Citywide Instructional Expectations. Academic intervention periods for grouping students to address their literacy needs using the Wilson Program, Just Words, Socratic Method, Improved classroom libraries, Reciprocal Reading, adding leveled, high interest books, using Word Generation, an interdisciplinary approach to build students’ vocabulary and comprehension in the cross content area.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers to be included in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies and activities implemented.
2. Grade level/inquiry team to meet bimonthly.
3. Teams consist of classroom teachers, cluster teachers and related service providers when necessary. Sessions are documented and action plans with measurable goals for steps are recorded.
4. Inquiry teams currently use Google documents to enhance collaboration efforts and share their results and effective strategies across all grades.
5. When teachers meet by content area and by grades they look at student work, discuss next steps as well as instructional strategies and develop shared rubrics for assessments.
6. Teachers also work in teams to develop Unit Plans that are connected to CCLS and support Citywide Instructional Expectations, as well as student mastery of targeted IEP skills using a UDL framework.
7. Teachers also participate in common planning time to review and assess student data in order to make instructional decisions and develop next steps.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013: DRP testing, I-ready testing, Ed Performance Series, LAB-R, Professional Development (PD) Content/grade meetings,
2. October 2013: School Net Training, School net - CCLS-Aligned Baseline- Math only, ELL Periodic Assessment(Fall) - ECLAS,
3. November 2013 : School Net baseline completed, Unit Benchmark assessments, Unit culminating tasks/activities, New York State Alternate Assessment (NYSAA),
4. December 2013: Unit Benchmark assessments, Unit Culminating tasks/activities, Formative Tasks Assessment, CCLS-Aligned Fall Benchmark-ELA and Math
5. January 2014: School Net benchmark complete, Unit benchmark assessments, ECLAS, Midterm Exams,
6. February 2014: Unit benchmark assessments, Unit culminating activities, CCLS-Aligned Spring Benchmark-ELA and Math
7. March 2014: Benchmark assessments complete School net Predictive testing, unit culminating activities, ELL Periodic Assessment(Spring)
8. April 2014: NYS ELA and Math assessments, NYSESLAT (Speaking), NYSESLAT Mathematics Test
9. May 2014: NYSESLAT (RWL) Benchmark assessments complete, Unit culminating activity. NYS Science
10. June 2014: NYS Science Written Test, Earth Science Regents, Integrated Algebra Regents

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. One period daily programmed for AIS, and one period daily programmed for teachers to for grade or content area meetings.

**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).

See PIP attached

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 2014 all ELL students will improve their rate of progress on levels of English proficiency(AMAO2) by 10 percent on the NYSESLAT exam. Data from the 2013 NYSESLAT report indicates that the ELL students are not making adequate progress in English language acquisition progress in English proficiency will result in similar progress on standard measures of reading and 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.

Our 2013 NYSESLAT data and progress report indicates that our students are not making adequate progress in English language acquisition. There has been a wide gap between independent reading levels and ELA data in the past. Subsequently, our ELLs remain in the lowest third of the NYS ELA exam. Progress in English proficiency will result in similar progress on standard measures of reading and writing (NYS ELA).

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Use weekly Inquiry sessions to analyze student work and respond to student needs through individual and group instruction throughout the year.
2. Using the ESL teacher to Push-in and work collaborative with content area teachers as well as to Pull-out students for small group instruction.
3. After-school program to enrich skills.
4. Saturday Academy: For testing grades and targeted ELLs.
5. Professional development- OELL sessions (throughout the year)
  - UDL Pd for instructional strategies and materials for all teachers (especially ELL-SWDs) that both provide access to academic content areas an accelerate English language development

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrator for ESL, ESL teacher

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Oct – Nov ELL Periodic Assessment(Fall)
1. Mar - ELL Periodic Assessment(Spring)

**D. Timeline for implementation and completion including start and end dates**

2. Beginning of school term Sept 2013 to June 2014
3. Oct – Nov ELL Periodic Assessment(Fall)
4. Mar - ELL Periodic Assessment(Spring)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher sees a group of students during the AIS period daily.
2. There is a Pull-out program during Electives
3. Collaborative Push in periods

**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).

Targeted events for families of ELLs including ESL classes for parents, programs that provide support to ELLs and ELLs' academic success at home; PTA/ ESL family orientation (fall);

· Parent student achievement celebrations including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Christmas Concert) that highlight academic achievement and student progress.

· Parent intervention meetings for ELLs including: IEP and behavioral meetings to discuss students needs and challenges towards meeting grade level expectations

. Monthly calendar; parent resources that offer links and resources to support parents with understanding grade level expectations and CCLS and provide support and resources to students in need.

Parent Handbook that establishes routines, protocols, policies and school-wide expectations.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title I</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Teacher Incentive Fund

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	General Classroom instruction; using MSQI Toolkit, parallel reading, reciprocal reading, annotating text and close reading.	Small group tutoring daily.	During the day
<b>Mathematics</b>	After school and Saturday Academy	Small group	After school and on Saturdays
<b>Science</b>	After school Science tutoring	Tutoring	After school during the week
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SAPIS counselor services and At-risk services by guidance counselor	One-to-one or small group counseling provided by SAPIS worker and guidance Counselor.	During the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
x

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Temporary housing students program services.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet weekly and collaboratively plan common assessments per grade level.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	0	0	N/A	N/A	0	0	0	0
<b>4</b>	0	0	0	0	0	0	0	0
<b>5</b>	0	0	0	0	0	0	0	0
<b>6</b>	72	30	0	0	10	0	0	0
<b>7</b>	114	50	0	0	12	5	15	0
<b>8</b>	124	35	0	0	10	10	15	0
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<p><b>Volunteer from the Private Sector for small group instruction two days weekly</b></p> <p><b>SES- small group instruction after school</b></p> <p><b>Saturday Achieve Academy- small group instruction - Saturdays</b></p> <p><b>Achieve Now- small group instruction -after school and Saturdays</b></p> <p><b>Push-In &amp; Pull-Out Program-small group instruction by ESL teacher- during the school day</b></p> <p><b>Daily 55-minute session daily for grades 6,7 and 8 grouped according to their DRP scores.</b></p>
<b>Mathematics</b>	<p><b>Math Volunteer Tutor from the Private Sector for small group instruction two days weekly.</b></p> <p><b>Small groups instruction, after school for State and Regents math</b></p> <p><b>Push-In &amp; Pull-Out Program- small groups by SETTS teachers- during the school day</b></p>
<b>Science</b>	<p><b>Small Group instruction by teachers</b></p> <p><b>After school Regents class</b></p>
<b>Social Studies</b>	<p><b>Small Group instruction by teachers</b></p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>Guidance Counselors will provide both individual and small group counseling to students experiencing conflict with peers, teachers, and parents. Guidance counselors provide this service during the course of the school day. In addition, one Guidance counselor provides</b></p>

	<p>service to students in the Achieve Now Academy. They also provide support to the teachers so that they (the teachers) may be better equipped to face the challenges the students present.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>The School Psychologist will consult with parents who are considering having their children evaluated. She will review test scores, cumulative records and consult with teachers to determine the best plan of action. This will be done during the school day.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The Social Worker will provide individual and small group counseling to children in crisis. The Social Worker will consult with teachers and parents. The Social worker will refer families in crisis to outside agencies that can provide additional services and will work collaboratively with the guidance counselors and psychologist.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Students with health related issues will be sent to the school nurse for evaluation by her and the health aide. This will be done during the school day. They will make referrals for the necessary health services the students may need. Referrals for mental health services will be made by either the guidance counselor or the social workers. The Children's Aid Society (off-site) standards and criteria will also assist in obtaining the needed services for our students.</p>



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>098</b>
School Name <b>Herman Ridder</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mrs. Claralee Irobunda</b>	Assistant Principal <b>Ms. Irma Cruz-Pickett</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Meghan O'Meara</b>	Guidance Counselor <b>Ms. Sue Parker</b>
Teacher/Subject Area <b>Ms. Carmen Padilla, NLA, ESL</b>	Parent <b>Ms. Yolanda Vargas</b>
Teacher/Subject Area <b>Ms. Sheree Crane, ELA</b>	Parent Coordinator <b>Ms. Dulce Reyes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>318</b>	Total number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>19.50%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In								1						1
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	3	2	0	0	0	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	11
SIFE	13	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	7

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	20	8	0	0	0	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	5	2	15	0	7	7	0	2	42
Total	40	13	2	15	0	7	7	0	2	62

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE							2	9	9					20
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	2	9	9	0	0	0	0	20

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
<b>TOTAL</b>	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							6	18	12					36
Chinese														0
Russian														0
Bengali								1	1					2
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2					3
<b>TOTAL</b>	0	0	0	0	0	0	6	21	15	0	0	0	0	42

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							5	10	8					23

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	8	10					24
Advanced (A)							2	9	4					15
Total	0	0	0	0	0	0	13	27	22	0	0	0	0	62

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	5	0	0	22
7	19	0	0	0	19
8	27	4	2	0	33
NYSAA Bilingual (SWD)					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	9	4	10	2	1	0	0	0	26
7	13	4	3	1	1	0	0	0	22
8	14	6	6	4	4	1	0	0	35
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	2	12	7	11	1	0	0	33
NYSAA Bilingual (SWD)									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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	2	12	10	3				
Chinese Reading Test								

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
  - a. To assess the early literacy skills of the ELLs in IS98 we use the McCleod Assessment of Reading Comprehension, the WIST, running records, the DRP and the LAB-R. In addition, we compare these assessments with data provided from the previous year's NYSESLAT and NYS tests.
  - b. The ELLs in IS98 fall into the lower academic levels. Of the ELLs who took the ELA exam 85% scored a level 1 and 12% scored a level 2 and 2% scored a level 3. Of the ELLs who took the Math exam 60% scored a level 1, 31% scored a level 2 and 7% scored a level 3. Additionally, 44% of our ELLs scored beginner on the NYSESLAT, 29% and 27% scored intermediate and advanced, respectively, on the exam
  - c. This data helps us determine how we will group the students according to proficiency. Knowing these data points allows us to place students in similar classes when programming, for pull-out/push-in purposes, and to design curriculum based on their specific needs.
  - d. Based on the data from the year 2012-2013, 75% of our 8<sup>th</sup> grade ELLs, 50% of our 7<sup>th</sup> grade ELLs and 100% of our 6<sup>th</sup> grade ELLs were placed in the same classes according to grade level. IEP requirements made it impossible to place some of the students in similar classrooms. However, these students are serviced for pull-out during the same class periods as their peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Across grades, proficiency patterns in the 6<sup>th</sup> and 7<sup>th</sup> grades show the highest percentage of ELLs to be beginners. In the 8<sup>th</sup> grade the highest percentage of students are intermediate. (see chart below)

2012-2013 NYSESLAT

	Beginner	Intermediate	Advanced
6 <sup>th</sup>	50%	25%	25%
7 <sup>TH</sup>	48%	14%	37%
8 <sup>th</sup>	35%	50%	15%

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NOT AVAILABLE

4. For each program, answer the following:
  - a. 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?

Both our TBE and Freestanding ESL programs show similar tendencies.

- a. According to the 2012-2013 scores, the pattern across proficiency and grades show a positive or upward trend.
- b. We have just begun using an official periodic assessment. Going forward these results will drive instruction in the same manner as our current informal assessments do now.
- c. Presently we use informal assessments to drive instruction. In the TBE classes content areas are taught in Spanish. In the Freestanding ESL classes Spanish is used as a bridge to English and only when necessary to enhance understanding. Because the IS98 population comes from a lower socio- economic community our ELLs score similarly to the general education students. However, with linguistic support there is an expectation that they will begin to surpass the general education students and ultimately overcome the language barrier.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

NA

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
In order to ensure a child's second language development is considered in instructional decisions regular attention is paid to areas ELLs typically have difficulties with such as specific grammar points, pronunciation irregularities in the English language and

vocabulary.

7. 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?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluation of our programs is done formally by analyzing the previous year's results and more informally by consulting and getting feedback from our regular education/content area teachers to determine the effectiveness of our support.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a student is registered in our school the parent fills out a Home Language Identification Survey. This survey when completed will let us determine if the child speaks another language at home other than English. The pupil accounting secretary handles all registration and once she determines that the child is a new admit, she contacts the Bilingual Coordinator to assist with the HLIS. The bilingual coordinator meets and interviews the parents or guardians. The child is eligible to be administered the LAB-R, once it's determined by interviewing the parent/guardian and reviewing the HLIS that the child speaks another language. Once the student is administered the LAB-R and the results show that he/she is eligible, the student is placed in a program with parental approval. If the student's other language is Spanish, he/she will be administered the Spanish LAB-R assessment. Both of these assessments are administered only once. The parents are notified that they have a right as per CR Part 154 Commissioner's Regulations to choose either TBE, Dual Language or an ESL program available in our school or citywide for their child.
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.

During the initial registration process, the parents are given a briefing regarding the three programs offered citywide which are Transitional Bilingual, Dual Language, and Freestanding ESL by the Bilingual Coordinator. The parents are invited to a workshop where all three programs offered through the Department of Education will be discussed. These programs are Transitional Bilingual, Dual Language and Freestanding ESL. If the program the parent chooses is not offered in our school, the protocol with OELL will be followed. These workshops occur on an ongoing basis; within 10 days a new admit is registered at the school. These workshops are given by the bilingual coordinator, who speaks both English and Spanish. When parents speak other languages such as Arabic, Haitian, etc., we accommodate these parents by giving them brochures in their languages provided by the OELL. Usually, families that speak other languages have relatives who can communicate in English and act as interpreters for them during the HLIS and initial registration.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The bilingual coordinator is responsible for the distribution of Entitlement Letters, Parent Surveys and Program Selection forms are completed either, at the time of enrollment/registration, or at the beginning of the school year. Upon return they are securely stored in the main office for future reference.
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.

Identified students are all placed in instructional programs after the Program Selection Form is reviewed by the bilingual

coordinator and the orientation/interview is held with the parent/guardian. The ELPC is updated after the program selection has been determined. The ELPC is updated by the bilingual coordinator as registration is completed and the parent has selected program. In the fall, after the NYSESLAT scores are analyzed, Letters of Continued Entitlement are mailed to parents of ELLs. The letter includes the scores achieved in the NYSESLAT and their options. The Entitlement letters are securely maintained in a file in the main office. Newcomers are most of the time placed in our Transitional Bilingual Program through parental choice. Incoming six grade students, who were previously in a Transitional Bilingual setting the prior year, usually continue in that program. Long term ELLs, or students with IEPs that are transferred into our school are placed according to the IEP or their previous placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A team of two ESL pedagogues administer the speaking portion of the test. While one pedagogue asks the questions, the other records the score according to the testing rubric. The listening portion of the test is administered in small groups according to grade cluster. Seventh and eighth grades are tested together. Sixth grade is tested separately. The tape is played while the students record their answers on the answer sheet. The ESL teachers moderate the test. The reading and writing portions of the test are also administered by grade cluster and moderated by an ESL teacher. Eligibility for the test is determined by proficiency scores from the previous year's MNMR.

6. 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.) 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.  The programs offered at IS98 are chosen by 100% of the parents who enroll their children in our school. After 2 years of TBE 10% of the parents request that their children be placed in the Freestanding ESL program. Based on surveys, IS98 is offering the choices parents are requesting. If there was a request for a different program, the school leadership would determine if there was a more wide ranging desire for that program and begin the process of developing ways to put it into place.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?

IS98 has a high expectation for our students. The idea of higher education for our ELL population is encouraged and teachers act as role models and advocates towards this end.

- a. The organizational models for our ESL programs at IS98 are push-in, pull-out and self-contained.
- b. We use two program models at IS98. The freestanding ESL classes move with their cohorts and are heterogeneously grouped. The TBE classes are of mixed grades and are homogeneously grouped whenever possible according to proficiency. Grade level teaching is done for the Common Core Curriculum.

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)?

The staff at IS98 provide mandated instructional minutes to the students according to the program model. The TBE class builds the minutes into classes throughout each day. The freestanding ESL classes are structured to deliver the mandated minutes according to proficiency levels. (See chart) The students in the TBE program receive the mandated 360 minutes of ESL weekly as per the CR Part 154.

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

	Beginning	Intermediate	Advanced
ESL	360 min/wk	360 min/wk	180 min/wk
ELA			180 min/wk
NLA	45min/day	45 min/day	45min/day

Native language support gradually decreases as students progress towards English proficiency. The TBE model at IS98 offers NLA support about 60% of the time to our beginners. At this time there are no intermediate or advanced students in our TBE. If there were they would be given NLA supports according to the program model. The students in our freestanding ESL classes are provided with native language support in the form of peer tutoring and scaffolding techniques.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the freestanding ESL program at IS98 the students travel with their general education peers and are taught in English. Content area teachers are aware of different strategies and use differentiation techniques when teaching ELLs. Instructional methods used in these classes include teacher directed, peer tutoring and reciprocal reading. The materials include informational and literary text with an emphasis on literacy. Rigorous conversation and discussion among peers is modeled and encouraged. Students are taught to discover and explicitly use textual evidence in their writing. Text complexity is emphasized in the content area classes. Academic vocabulary is taught across grade levels and content areas. In the TBE program students are taught content area classes in Spanish (the predominant first language of our ELLs) with ESL strategies as support gradually moving the students towards English fluency. The instructional methods used in the TBE are the same as the rest of the school.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The ELLs are appropriately evaluated in their native language throughout the year by data collected from formal monthly periodic assessment and teacher created informal assessments given to the ELLs in the TBE class throughout the year in their native language. The ELE is administered to the TBE class in June which shows what achievement the student has attained in their first language. These assessments are compiled and kept in an individual student portfolio and the pedagogues binder which includes results of data analysis.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All subject area teachers at IS98 evaluate the students in all four language modalities. Unit assessments, midterm assessments, NYC periodic assessments are given to the students. In addition, students give oral presentations, conduct peer interviews, act out

plays and give oral book reports.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The SIFE students in our school receive additional small group instruction during the school day in an academic intervention period programmed for each student. SIFE ELL students that did not meet the standards in the ELA and were not proficient in the NYSESLAT are mandated to receive small group instruction in our Title III After-School Program (Tuesday-Thursday) and Saturday Academy program. We also have encouraged our ELLs to attend the cultural and recreational programs offered on Monday, Wednesday and Friday in the after-school. This program is offered through a Century 21 grant given to community based organizations such as SOBRO, Sports & Arts Foundation, Department of Parks and our robotics and arts program.

b. ELLs who have been in US schools for less than 3 years are provided with the instructional program that is designed according to their proficiency levels in the NYSESLAT, LAB-R and ELA. These students receive small group instruction in our daily school-wide academic intervention period. This group is also mandated to receive tutoring services in our after-school program as well as our Saturday Academy program. Information on these programs and the impact they can have on this group of students is given to parents during our open house the second week in September, through letters sent home and our monthly calendar mailed home.

c. Both long term ELLs and ELLs who have been receiving services for 4-6 years are provided with the academic instructional program provided school-wide on a daily basis. They are further serviced by a push-in, pull-out program accordingf to their proficiency levels during their ESL mandated minutes. This group of students is also offered and receive small group insruction in the after-school Title III and Saturday Academy program. They are also encouraged to attend the cultural and recreational programs provided in the school by community based organizations through a Century 21 grant on Monday, Wednesday and Friday, after-school.

d. Many of our long term ELLs also have IEPs. These students are given differentiated instruction according to their disabilities and are placed in an academic intervention services group according to their proficiency levels and linguistic challenges. This group of students is also serviced in small group instruction in the academic intervention services school-wide program, as well as a push-in, pull-out ESL program.

e. Former ELLs are encouraged to attend our after school and Saturday programs and continue to receive small group instruction daily in our school-wide academic intervention services program. This group also continues to get testing modifications for two years after becoming proficient on ther NYSESLAT. Support is also continued in the classroom during push-in servives to other ELLs.

7. 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?

Our ELL-SWDs are in either a self-contained 12-1 class or a CTT class. Instructional strategies include the use of modified reading material and scaffolding techniques, as well as reciprocal learning techniques that will enable the students to predict, analyze, learn questioning skills and summarize text. This group of students is afforded and programmed to receive equal access to library, art, technology and the gymnasium on a daily basis. The goal of the programming for this group of students is not only to facilitate and accelerate English language development but to expose them careers that they may want to attain in the future.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To attain English proficiency within the least restrictive envitonment and achieve their IEP goals, students are placed by the school based support team, parents and pedagogues when they meet annually to set student goals. The school based support team gathers all data and interviews teachers and parents and they decide as a group what setting will help students attain educational goals. IS98 has both 12-1 self-contained classrooms and CTT classrooms for our ELL-SWDs. These students participate in the same curricular activities as the rest of the school population. They receive electives such as technology, PE, art and foreign language. This affords them the opportunity to learn in the least restrictive environment while attaining English proficiency.

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**

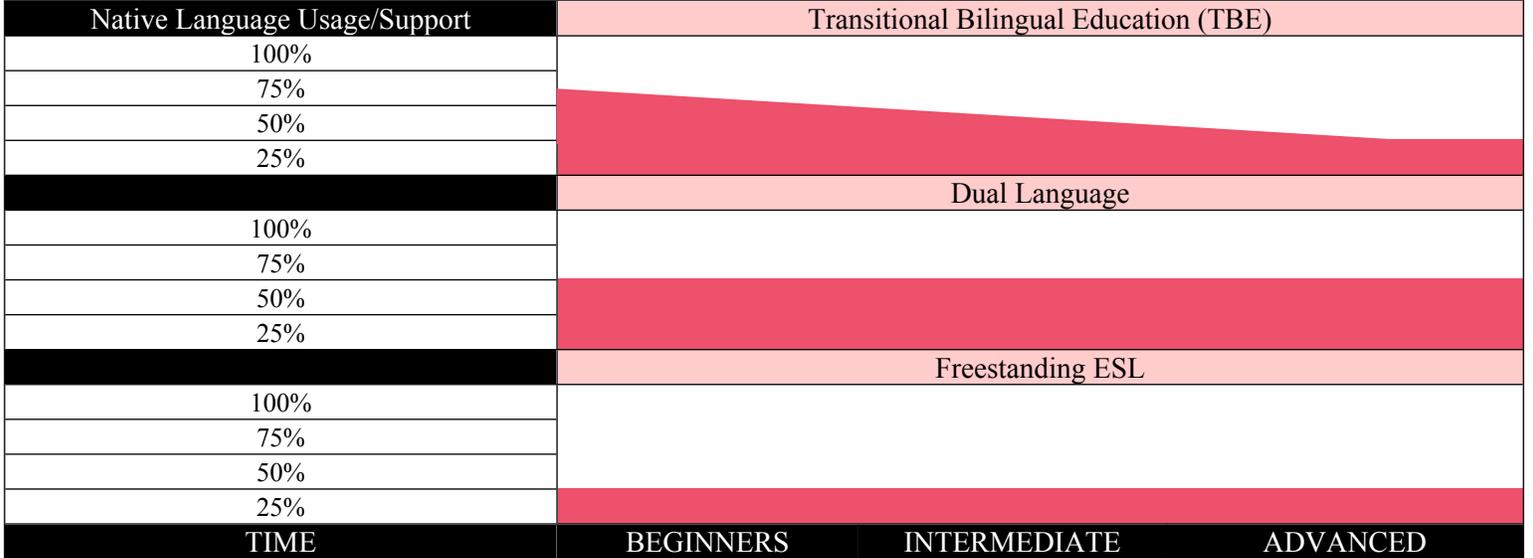
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.
- Intervention programs offered at IS98 include a Title III after-school tutoring program, a Saturday Academy program and a school-wide daily academic intervention program. Ell students receive tutoring in math in both Spanish and English in all programs. ELA and content area tutoring is also offered in English. Bilingual students receive interventions in science, and social studies in Spanish during the Saturday Academy program. Prior to the state test in science, tutoring in Spanish is offered in the after-school programs for the purpose of reviewing curriculum. This tutoring is offered in Spanish and English. The TBE class receives a lot of instruction through non-fiction text in science and social studies during the mandated ESL periods.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is meeting the needs of our ELLs in both content and language by providing small group instruction during the day in the AIS period each student receives daily. This period enables the teachers to target speaking and listening skills and design instruction based on the specific needs of the group. This is particularly effective because individual attention can be given more efficiently.
11. What new programs or improvements will be considered for the upcoming school year?
- At this time we are not considering any new programs at IS98 for the upcoming school year. Emphasis is being placed on improving the current programs. To this end, after school tutoring offered to the TBE class will be given to homogeneously grouped students who will receive 45 minutes of ELA instruction and 45 minutes of math instruction each session. The students in the freestanding ESL class will receive ELA and math instruction from the general education teacher.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services will be discontinued. The exception would be if any of our ELLs fit the criteria for the ELAND review and then no longer qualify for ESL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at IS98 are eligible to participate in all school programs. Our programming is designed to facilitate various extracurricular programs/activities so as not to coincide with academic supports. We offer the following after-school, cultural and recreational activities to all ELLS: robotics, art, dance, basketball, drama and technology. In our initial open-house in September, all pedagogues and community based organizations participate and give an overview of programs offered to the students and families. A follow-up is sent to the homes to inform parents when programs begin. Newcomers and families learn about the programs offered to students and families during the interview and applications are given to all students for parent's signature for approval. When we do not get the application back from the family, the parent coordinator, follows through with a call to the parent. Pedagogues also contact parents when applications are not returned in a timely fashion.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The educational materials used to support ELLs are follows: Expeditionary Learning (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade) ESL students. This literature series, allows students to become independent thinkers, elevates their questioning skills, as well as allow them to learn to predict, summarize through reciprocal learning techniques. The TBE classes utilizes the same reciprocal learning techniques but their text is \*English, Yes, a Learning English Through Literature" series, published by Jamestown Education. The bilingual class also uses, Scott-Fireman's, Language Devekopment Activity Book, as well as "Access English", and "National Geographic" text are used to support teaching. All the classroom in our school facilitate instruction by the use of Smartboards and Apple by teachers and students. Our students work on educational web-sites to improve their linguistic skills. The following sites are used by all ELLs: Eduplace.com, ESL Lauries, Funbrain.com. Brainpop.com, Khan Academy (math), and Googlr for research.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE program the content areas are taught in Spanish. In the Freestanding ESL program native language is only used when necessary for understanding.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At IS98 classes are taught in allignment with the Common Core Curriculum, therefore any linguistic support is geared toward grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

During July all incoming 6<sup>th</sup> graders are invited to attend a 3 week program to become familiar with the school and their new classmates. This allows the teachers to discover the needs of the students and to form relationships with them before the year begins. The program includes activities both on and off the school campus. During the year, new ELLs are encouraged to attend both our academic after school and Saturday school sessions and our extracurricular sessions which include robotics, art, basketball, and dance.

18. What language electives are offered to ELLs?

The language elective offered to the ELLs at IS 98 is Spanish.

19. For schools with dual language programs:

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

NA

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. ELL personnel at IS98 participate in workshops offered through the Office of English Language Learners. Both the ESL teacher and the Bilingual teacher attend workshops and meetings to learn or review different models of instruction for working with ELLs. Training also includes learning new approaches to teaching ELLs and examples of best practices from fellow teachers.
  2. The ESL teacher and the bilingual teacher are required to attend all professional development sessions provided at IS98 regarding the Common Core Learning Standards. These sessions include training in literacy objectives, the Danielson Framework and workshops presented by the MSQI committee. In addition, throughout the year professional development is offered by the Regional Bilingual Education Resource Network (RBE-RN) on various topics pertinent to the teaching of ELLs.
  3. Staff are provided with a roster of the ELLs at IS98 which includes assessment and biographical data in order to facilitate teacher understanding of situational factors impacting the lives of the students.
  4. The staff at IS98 attend workshops offered throughout the year provided by the ESL teacher to gain insight into the different needs of ELLs. At these sessions, materials, techniques and strategies are shared to aid the teachers when working with the students. The following workshops were and will continue to be provided for personnel working with ELL, SWD and general population in our school:

September 16, 2013 - Middle School Quality Initiative  
Topic: Running Records

September 20, 2013 - Middle School Quality Initiative  
- Topic: Reciprocal Teaching - Guided Reading - Ms. Raza Sinaji  
I.S. 98x - 2:00 p.m. - 4:30 p.m. - Room 107

September 24, 2013 - Instructional Leaders - ELA  
Region 2 - Zerega Avenue -8:30 - 3:00 p.m.  
Topic: Danielson Component 1 & 2

October 24, 2013 - Middle School Quality Initiative  
Fordham University 8:30 - 3:00 p.m.  
Topic: Reciprocal Teaching

November 6, 2013 - David Marsh  
Topic: Just Words  
Period 5 - Room 111

November 15, 2013 - Teacher Professional Development -  
An Introduction to the Danielson 2013 Framework for Teaching  
Ms. A. Phifer, Achievement Coach, Network 608 Region 2 - 2:00 p.m. - 4:00 p.m.

November 19, 2013 - NYS Language Regional Bilingual Education Resource Network  
Dr. Lillian Hernandez/Yolanda Delgado-Villao  
Topic: Action Plan for ESL and ESL-SWDs  
I.S. 98x -9:00 a.m. - 11:30:a.m. - Room 211

- November 20, 2013 - Teacher Effectiveness - Danielson Frameworks 1 & 2  
Ms. J. Lopez, Teacher Ambassador, TIF  
Room 107 - I.S. 98x- 2:50 p.m. - 4:00 p.m.
- December 6, 2013 - Portfolios in the Classroom - How they drive instruction?  
Ms. Crane - Lead ELA teacher , Ms. Malone TIF  
I.S. 98 - Room 107 - 2:00 2:50 p.m.
- December 13, 2013 - Word Generation - MSQI  
Ms. Raza Sinaji  
I.S. 98x - Room 107
- January 12, 2014 - Lanaguage Access Coordinators Training  
Fordham University - 9:00 a.m. - 12:00 noon
- February 7, 2014 - Universal Design for Learning  
Ms. Crane, Ms.Wallace. Ms. Barran  
I.S.98x - 2:00 - 4:00 p.m. Room 111
- March 12, 2014 - Text Complexity - Strategies to Breakdown Text  
AUSSIE Consultant - Ms. Pickett  
I.S. 98x - 5<sup>th</sup> Period - Room 111
- March 19, 2014 - Testing Modifications  
Review Testing Handbook - Ms. Pickett, Ms. Padilla  
I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111
- April 23, 2014 - Assessment Portfolios  
Ms. Barran, Ms. Crane, Ms. Pickett  
I.S. 98x - 2:00 - 4:00 p.m. - Room 111
- May 21, 2014 - Reviewing the MOSUL  
How to review the data on the 2013/2014 assessments?  
Ms.Connell, Ms. Barran  
I.S. 98x - 2:00 - 4:00 p.m. - Room 111
- June 6, 2014 - Reviewing Portfolios for Summer School Candidates  
Region 2 - Network 608 Ms. A. Phifer  
I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111



## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Monthly workshops are held prior to the parent association meetings to accommodate parents of ELLs whose primary language is Spanish. These workshops are led by the community based organizations, pedagogues and staff who discuss educational issues and their effects on the learning process of their children. These workshops also show the parents how to participate in their children's education. Translation services is provided to all Spanish parents. The other parents of students that speak another language, we invite family members who can translate for the parents. Although, many of the parents of children from Africa understand and speak English.
  2. IS98 received a 21<sup>st</sup> Century Grant and is now working in collaboration with SOBRO. This involves the participation of our school with various community based organizations. These organizations come into our school and support both our students and their parents. Sports, social/emotional, and academic support is given by these groups. Parents receive GED/adult education classes.
  3. At the beginning of the school year parents are given a written survey to determine their needs. The Parnt Coordinator is bilingual and therefore translates for all parents that speak Spanish only. Ms. Reyes, is constantly in communication with those parents that do not understand English. Teachers usually reach out to her when they need to contact a parent for any reason. The PTA is a volunteer and also helps with translating for parents. All letters and calendars that are sent home in English and Spanish. During the meeting with parents, especially in the monthly workshops, we have Ms. Reyes, Ms. Padilla, Bilingual C oordinator and Ms. Trejo, social worker, available to help with translations.
  4. The needs of the parents are addressed according to the answers to the survey. In the past, parents have been offered ESL and computer literacy classes. They are given information about accessing academic information about their children through the ARIS portal and are introduced to websites in order to help their children with homework and research. On Saturday, November 2, 2013, we began computer and ESL classes for parents. We have about 30 parents registered for these classes. The parents attend the computer class from 8:30 a.m. to 9:50 a.m and the ESL class from 10:00 to 12:30 p.m. The parents also get to each lunch with their children after the program.

The following is the list of workshops that were given and will continue to be provided through the South Bronx Overall Economic Development Corporation's Century 21 grant, I. S. 98 staff and other community based organizations:

September 11, 2013	Open House - SOBRO overview of Programs to be offered throughout the school What are bilingual and ESL programs? Ms. Padilla I.S. 98 staff participated as well as Ms. Irobunda Principal and Parent Coordinator I.S. 98x Auditorium - 5:00 p.m. - 6:30 p.m.
October 16, 2013	SOBRO - Topic: How to deal with child's behavior Parent's will learn effective ways to reclaim their posotion as parents and use positive discipline to improve their relationship with their children I.S.98x Auditorium - 5:00 p.m. - 6:30 p.m.
October 18, 2013	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 Auditorium - 9:30 a.m. - 11:00 a.m.
November 20, 2013	Topic: How Attendance and Punctuality Apply to Student Achievement Ms. Padilla, Bilingual Coordinator, (interpreter) Mr. Smith - Robotic/Tech Teacher - Student's presented awards for 100% attendace in Sept. /October

I.S. 98x Auditorium - 5:00 - 6:30 p.m.

November 2, 9, 16, 23	<p>SOBRO - Topic: How to use ARIS - These workshops teach the parents how to use the Achievement Report Innovation System. I.S. 98x - Room 211 - 8:30 a.m. - 9:50 a.m.</p>
December 18, 2013	<p>How to prepare your child for state examinations? Ms. Pickett, Asst. Principal, Ms. Padilla (interpreter) I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.</p>
January 15, 2014	<p>Topic: Fuel/Food (Choose My Plate.org.) Nutritional Value of a Balanced Meal School dietician invited guest - Ms. Padilla interpreter I.S. 98x - Cafeteria - 5:00 p.m. - 6:30 p.m.</p>
February 12, 2014	<p>Topic: How Effective are tutoring programs in Increasing Student Achievement? Ms. Connell, Asst. Principal - Ms. Padilla, Interpreter I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.</p>
March 19, 2014	<p>Topic -How to Build Your Child's Self Esteem Ms. Trejo - Social worker - interpreter This workshop is based on the program "Self Esteem, a Family Affair" I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.</p>
April 23, 2014	<p>Topic: Attention Deficit Hyperactivity Disorder (ADHD) Ms. Pearlman, Psychologist, Ms. Trejo, social worker (interpret) I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.</p>
May 21, 2014	<p>Topic: Financial Literacy Presenter: SOBRO - The ABC's of financial literacy I.S. 98x - Auditorium 5:00 p.m. - 6:30 p.m.</p>
June 18, 2014	<p>Summer Educational and Recreational Programs Ms. Trejo - Social Worker - Ms. Reyes - Parent Coordinator I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.</p>

### **E. Additional Information**

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

## **Part VI: LAP Assurances**

**School Name: Herman Ridder PS 98**

**School DBN: 12x098**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Claralee Irobunda	Principal		11/14/13
Ms. Irma Cruz-Pickett	Assistant Principal		11/14/13
Ms. Dulce Reyes	Parent Coordinator		11/14/13
Ms. Meghan O'Meara	ESL Teacher		11/14/13
Ms. Yolanda Vargas	Parent		11/14/13
Ms. Carmen Padilla, NLA, ESL	Teacher/Subject Area		11/14/13
Ms. Sheree Crane, ELA	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Ms. Sue Parker	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 12X98 School Name: Herman Ridder

Cluster: 6 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**

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

The Language Allocation Policy Committee conducted an assessment of the written translation and oral interpretation needs of our school community. The assessment was conducted for the purpose of identifying the accessibility of written translation and oral interpretation services available in our school when communicating with families of students whose first language is other than English. We perused through all the data to clarify the languages spoken in homes of our students. This data included the School Data Summary report, which identifies the home languages of the student population. We further looked closely at the HLS, ethnic census reports and all emergency cards to determine the primary language spoken in the student's household. We will further be keeping a translation binder and have translation forms that are filled out by any school personnel that translates for parents. This form will have the date, time, name of translator and reason for translation service. The binder along with a copy of HLS and emergency cards will be maintained in the main office in a secure location.

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.

Examining the data allowed us to learn that 19% of our population are ELLs and 36% (116) of our households first language is Spanish. We further found that .04% (12) of our population speak languages such as arabic, bengali, fulani, and arabic. We further found that in the second group of languages, most households had a family member spoke and understood English. We have identified members in our school community beside the parent coordinator and bilingual coordinator that are willing to participate in oral translation services during parent conferences and meetings. A list of interpreters was distributed to the school community.

## Part B: Strategies and Activities

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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 continue to be provided by a committee which will include the parent coordinator, a bilingual pedagogue, and a spanish content area pedagogue. All written communication will continue to be done in the two primary languages in our school community: English and Spanish. This written communication will include, monthly calendars and newsletters with information concerning academic programs, after school and Saturday activities involving students, parents and community based organizations. We will also translate NCLB mandated information when not available from OEEL and DOE. We will further, reach out to the OEEL, in translating communication for bengali and/or arabic families. Any parent that asks for a translator or when an English speaking pedagogue needs to speak to a non-English speaking parent, a request is made and a translator is provided. This includes face to face translations as well telephone translations.

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 families when they attend meetings and activities in the school. We will be recruiting family members of Bengali and/or arabic speakers to help in the oral translations during parent teacher conferences and monthly parent meetings in the school. All oral interpretations will be provided during monthly award ceremonies, open school night, and to inform parents about NCLB choice, supplementary educational services available, as well as programs offered through community based organizations such as, SOBRO, and Sports and Arts Foundation

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 Chancello'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 and volunteers 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 indicting 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.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: <u>Hermesn Ridder</u>	DBN: <u>12X098</u>
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
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: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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 in our bilingual class, long term ELLs and former ELLs. Parents will be encouraged to register their children in the Saturday Academy and after-school program. 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 physical education class. This will be the third year that we offer these cultural and recreational activities. In the spring, and at the beginning of the Saturday Academy, students are involved in a gardening program. The Saturday ELL Academy will run from 8:30 a.m. - 12:00 p.m. The language of instruction will be English/Spanish. The program will run the following Saturdays: 10/19, 10/26, 11/2, 11/9, 11/16, 11/23, 12/7, 12/14, 12/21, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5, 4/26, 5/3, 5/10 and 5/17, 2014.

The after-school program will be offered on Tuesdays and Thursdays from 3:00 p.m. to 4:00 p.m. Students receive instruction in small groups. The students attending are programmed for two tutorial sessions. They receive tutorial services in ESL and math. The program was and will continue to be offered on the following dates: 10/22, 10/24, 10/29, 10/31, 11/7, 11/12, 11/14, 11/19, 11/21, 11/26, 12/3, 12/5, 12/10, 12/12, 12/17, 12/19, 1/2, 1/7, 1/9, 1/14, 1/16, 1/21, 1/23, 1/28, 1/30, 2/4, 2/6, 2/11, 2/13, 2/25, 3/4, 3/6, 3/11, 3/13, 3/18, 3/20, 3/25, 3/27, 4/1, 4/3, 4/8, 4/10, 5/1, 5/6, 5/8, 5/13, 5/15, 5/20, and May 20, 2014.

On Mondays, Wednesdays and Fridays, the Sports and Arts Foundation offers cultural and recreational programs for all students in our school. All our ELLs are encouraged to attend. About 98% of the bilingual class attend all supplementary programs offered in the school.

Our staff consist 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 and after-school programs in small group instruction.

We will continue to continue to utilize the Steck-Vaughn, Power Up! program as well as the Time For Kids, Nonfiction Comprehension Reading series which are comprehensive, leveled reading program designed to reach middle-school long-term ELLs, former ELLs and newcomers who are trying to master the reading strategies and skills in reading and writing as those identified in the Standards for 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. Moviendose con Matematicas and/or Moving with Math will be integrated in the Title III Saturday Academy and after-school 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

Begin description here: Pedagogues working in the Title III Saturday and after-school 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 UYork University and Fordham University. Ms. Yolanda Delgado-Villao has been assigned to our school through the NYU (PET) program and works closely once a week with the bilingual and ESL teacher. She further presents workshops in pertinent issues dealing with the delivery of instruction to ELLs. Pedagogical staff working with ELLs meeting on a weekly basis to insure that this group of students are receiving all the services as per CR Part 154. Professional development has also being planned around the Annual Measurable Achievement Objectives for ELLs.

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

September 16, 2013 Middle School Quality Initiative  
Topic: Running Records

September 20, 2013 Middle School Quality Initiave  
Topic: Reciprocal Teaching - Guided Reading - Ms. Raza Sinaji  
I.S. 98x - 2:00 p.m. - 4:30 p.m. - Room 107

September 24, 2013 Instructional Leaders - ELA  
Region 2 - Zerega Avenue -8:30 - 3:00 p.m.  
Topic: Danielson Component 1 & 2

October 24, 2013 Middle School Quality Initiative  
Fordham University 8:30 - 3:00 p.m.  
Topic: Reciprocal Teaching

November 6, 2013 David Marsh  
Topic: Just Words  
Period 5 - Room 111

November 15, 2013 Teacher Professional Development -  
An Introduction to the Danielson 2013 Framework for Teaching  
Ms. A. Phifer, Achievement Coach, Network 608 Region 2 - 2:00 p.m. - 4:00 p.m.

November 19, 2013 NYS Language Regional Bilingual Education Resource Network  
Dr. Lillian Hernandez/Yolanda Delgado-Villao  
Topic: Action Plan for ESL and ESL-SWDs

## Part C: Professional Development

	<u>I.S. 98x -9:00 a.m. - 11:30:a.m. - Room 211</u>
<u>November 20, 2013</u>	<u>Teacher Effectiveness - Danielson Frameworks 1 &amp; 2</u> <u>Ms. J. Lopez, Teacher Ambassador, TIF</u> <u>Room 107 - I.S. 98x- 2:50 p.m. - 4:00 p.m.</u>
<u>December 6, 2013</u>	<u>Portfolios in the Classroom - How they drive instruction?</u> <u>Ms. Crane - Lead ELA teacher , Ms. Malone TIF</u> <u>I.S. 98 - Room 107 - 2:00 2:50 p.m.</u>
<u>December 13, 2013</u>	<u>Word Generation - MSQI</u> <u>Ms. Raza Sinaji</u> <u>I.S. 98x - Room 107</u>
<u>January 12, 2014</u>	<u>Lanaguage Access Coordinators Training</u> <u>Fordham University - 9:00 a.m. - 12:00 noon</u>
<u>February 7, 2014</u>	<u>Universal Design for Learning</u> <u>Ms. Crane, Ms.Wallace. Ms. Barran</u> <u>I.S.98x - 2:00 - 4:00 p.m. Room 111</u>
<u>March 12, 2014</u>	<u>Text Complexity - Strategies to Breakdown Text</u> <u>AUSSIE Consultant - Ms. Pickett</u> <u>I.S. 98x - 5th Period - Room 111</u>
<u>March 19, 2014</u>	<u>Testing Modifications</u> <u>Review Testing Handbook - Ms. Pickett, Ms. Padilla</u> <u>I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111</u>
<u>April 23, 2014</u>	<u>Assessment Portfolios</u> <u>Ms. Barran, Ms. Crane, Ms. Pickett</u> <u>I.S. 98x - 2:00 - 4:00 p.m. - Room 111</u>
<u>May 21, 2014</u>	<u>Reviewing the MOSUL</u> <u>How to review the data on the 2013/2014 assessments?</u> <u>Ms.Connell, Ms. Barran</u> <u>I.S. 98x - 2:00 - 4:00 p.m. - Room 111</u>
<u>June 6, 2014</u>	<u>Reviewing Portfolios for Summer School Candidates</u> <u>Region 2 - Network 608 Ms. A. Phifer</u> <u>I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111</u>

## Part C: Professional Development

## 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 of whose primary language is Spanish. These workshops are held monthly as part of the parent's association meeting. Bilingual personnel as well as a community based organization have planned workshops around educational topics that can effect the learning process of their children. For instance, at the open-house on September 11th, all the programs offered to the students and families were presented by the school and SOBRO, a community based organization that will provide many services to our school through a Century 21 Grant to work with students and parents. The programs were explained in detail and the parents participated and gave their views on what type of workshops they wanted to attend in the future. 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 in the school community has a correlation with student achievement. The parental ELL workshops will be held the third Wednesday of each month. On Saturdays, 19<sup>th</sup> of October, SOBRO began Computer Literacy and ESL workshops for parents of children attending our school. These workshops are held between 8:30 a.m. and 12:30 p.m. Many of the students are attending the Saturday Academy at the same time as their parents. The following is a list of workshops that were offered and will continue to be offered to parents of ELLs:

September 11, 2013                      Open House - SOBRO overview of Programs to be offered.  
What are bilingual and ESL programs? Ms. Padilla  
I.S. 98 staff, Ms. Irobunda, SOBRO  
I.S. 98x Auditorium - 5:00 p.m. - 6:30 p.m.

October 16, 2013                      SOBRO - Topic: How to deal with child's behavior  
Parent's will learn effective ways to reclaim their position as parents  
and use positive discipline to improve their relationship with their children  
I.S.98x Auditorium - 5:00 p.m. - 6:30 p.m.

## Part D: Parental Engagement Activities

October 18, 2013	<u>How to help your child choose a H.S.?</u> <u>Como puedes ayudar a tu hijo(a) escoger una escuela superior?</u> Ms. Parker - Guidance Counselor/Ms. Padilla (interpreter) I.S. 98x Auditorium - 9:30 a.m. - 11:00 a.m.
November 20, 2013	<u>Topic: How Attendance and Punctuality Apply to Student Achievement</u> Ms. Padilla, Bil. Coord., (interpreter) Mr. Smith - Robotic/Tech Teacher Student's presented awards for 100% attendace in Sept. /October I.S. 98x Auditorium - 5:00 - 6:30 p.m.
November 2, 9, 16, 23	<u>SOBRO - Topic: How to use ARIS - These workshops teach the parents to log into ARIS to get assessment information .</u> <u>Achievement Report Innovation System.</u> I.S. 98x - Room 211 - 8:30 a.m. - 9:50 a.m.
December 18, 2013	<u>How to prepare your child for state examinations?</u> Ms. Pickett, Asst. Principal, Ms. Padilla (interpreter) I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.
January 15, 2014	<u>Topic: Fuel/Food (Choose My Plate.org.)</u> <u>Nutritional Value of a Balanced Meal</u> School dietician invited guest - Ms. Padilla interpreter I.S. 98x - Cafeteria - 5:00 p.m. - 6:30 p.m.
February 12, 2014	<u>Topic: How Effective are tutoring programs in Increasing Student Achievement?</u> Ms. Connell, Asst. Principal - Ms. Padilla, Interpreter I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.
March 19, 2014	<u>Topic -How to Build Your Child's Self Esteem</u> Ms. Trejo - Social worker - interpreter This workshop is based on the program "Self Esteem, a Family Affair" I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.
April 23, 2014	<u>Topic: Attention Deficit Hyperactivity Disorder (ADHD)</u> Ms. Pearlman, Psychologist, Ms. Trejo, social worker (interpret) I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.
May 21, 2014	<u>Topic: Financial Literacy</u> Presenter: SOBRO - The ABC's of financial literacy I.S. 98x - Auditorium 5:00 p.m. - 6:30 p.m.
June 18, 2014	<u>Summer Educational and Recreational Programs</u> Ms. Trejo - Social Worker - Ms. Reyes - Parent Coordinator I.S. 98x - Auditorium - 5:00 p.m. - 6:30 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: \$6391

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