

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: SHORACKAPPOCK SCHOOL
DBN (i.e. 01M001): 06M098
Principal: MARITZA A. RODRIGUEZ
Principal Email: MRDRIGUEZ@SCHOOL.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: BEN SOCCODATO

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
Maritza A. Rodriguez	*Principal or Designee	
William Guerrero	*UFT Chapter Leader or Designee	
Natasha Pereira	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Veline Rosario	Member/ Teacher/Chairperson	
Matthew Teitter	Member/ Teacher	
Bettina Baez	Member/ Teacher	
Cristie Taveras	Member/ Parent	
Luisenia Veras	Member/ Parent	
Ruth García	Member/ Parent	
Omar Inoa	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

To increase student engagement via differentiation in Literacy. Teachers will create Guided Reading groups and entry points, based on analysis of data, to target specific needs.

By June 2015, students will demonstrate growth by increasing at least one proficiency level, as measured by the reading assessments DRA2, EDL2.

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.

After analyzing results from both formal and informal assessments (DRA2 , EDL2, Student/Teacher conferences, Professional Learning Teams) we identified the following needs:

- Students need additional support in building academic vocabulary
- Teachers need to create entry points and scaffolded lessons to provide additional support to ELLs
- On-going analysis of student data (PBA, DRA2, EDL2 conference notes) is necessary to measure student growth and identify needs

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. *The Instructional Team (ITM) of PS 98 will meet to discuss and plan the implementation of guided reading groups.*
2. *Teacher teams will meet to analyze student work and develop instructional strategies to support the students.*
3. *Teachers will receive a series of PD workshops to support them in implementing guided reading groups.*
4. **Professional Development** will be provided on:
 - Analyzing student work
 - Identifying needs and grouping students.
 - Managing guided reading groups
 - On-going assessment to monitor student progress
5. *Guided reading group instruction will be implemented by December 1, 2014. Administrators will begin a cycle of observation and feedback.*
6. *Teachers will have access to guided reading books and materials (Guided Reading Room, Reading A-Z).*
7. *All staff will use the book Guided Reading by Fountas and Pinnell as a resource to guide their practice.*
8. *Lab sites will be established to serve as models for teachers.*

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

1. Instructional Team (Administrators and Literacy Coach) meet a minimum of 1X a week
2. Administrators, Literacy Coach, teacher teams meet twice a week
3. Administrators, Literacy Coach, teachers
4. Administrators, Literacy Coach, teachers
5. Teachers, administrators
6. Administrators, Literacy Coach, subscription to Reading A-Z
7. *Guided Reading* by Fountas and Pinnell was purchased and provided to all staff.
8. Administrators, Literacy Coach, teachers

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

1. The Instructional Team and the PD Committee will develop a professional development plan and identify resources to support teachers on an ongoing basis.
2. Teacher teams will meet on Tuesdays. They will analyze student data and create cycles of inquiry, identify students' academic needs and design next steps, create interventions, implement plans, and discuss student growth throughout the cycle.
3. Administrators, Literacy Coach, and PD committee will create PD plan to support teachers in guided reading.
4. Teachers will review appropriate sections of the book *Guided Reading by Fountas and Pinnell* as needed. Network will provided PD on guided reading practices on an on-going basis
5. Administrators will conduct walkthroughs and provide feedback to teachers. Teacher teams will meet weekly and discuss effectiveness of strategies, analyze data, create interventions, etc. Teachers will analyze student performance on a regular basis to track growth.
6. Administrators, Literacy Coach, teachers will have access to Reading A-Z and the Guided Reading Room throughout the year. Teacher teams will discuss the effectiveness of the materials and resources provided, and identify any additional supports needed on an ongoing basis.
7. Teachers will utilize strategies found in *Guided Reading* by Fountas and Pinnell in their guided reading groups.
8. Teachers will use strategies that are modeled in the lab sites and implement them in their classroom.

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

1. August-June.
2. Ongoing November-June
3. November-January professional development
4. December-June
5. November-June
6. On going
7. December-June
8. January-June

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. CFN will subsidize PD by AUSSIE. Fair Student Housing.
4. No cost associated with this activity.
5. No cost associated with this activity
6. No cost associated with this activity
7. No cost associated with this activity
8. No cost associated with this activity

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).

Students will utilize reading logs by which parents can monitor and support reading conducted both inside and outside the classroom.

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		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

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.

Students in grades K-5 will demonstrate progress in using text based evidence to support their opinions.

By June 2015, 60% of all students in grades K-5 will demonstrate an increase of at least one proficiency level, as measured in the area of evidence/details by the Performance Based Assessments.

Comprehensive Needs Assessment

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

After analyzing results from both formal and informal assessments (PBA, student/teacher conferences,) we identified the following needs:

- Students have demonstrated growth but still need additional support in using text based evidence in their writing.
- Students need to reflect on the task and ensure that it has been fully addressed.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. *Teachers will use the Scaffolding Strategies Handbook to ensure that students are addressing and completing the task.*
2. *Teachers will use the Scaffolding Strategies Handbook to plan instruction and ensure that students have the necessary skills to complete the PBA.*
3. *Teachers will analyze the results of the PBA to identify needs and implement strategies to address those needs.*
4. *Teachers will ask high quality questions and provide students with opportunities to explain and justify their reasoning using text based evidence.*
5. *Students will attend field trips to build their background knowledge on a selected topic.*

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

1. Literacy Coach and classroom teachers.
2. Classroom teachers, Scaffolding Strategies Handbook from Ready Gen.
3. Classroom teachers, teacher teams, Literacy Coach and administrators.
4. Classroom teachers and teacher teams will refer to the books *Asking Better Questions* by Morgan and Saxton, *Making Content Comprehensible for English Language learners: the SIOP Model*.
5. Teachers will work with the trip coordinator to arrange trips

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

1. At the beginning of each unit, teachers will review the Scaffolding Strategies Handbook and select and incorporate into their plans the strategies that will best address students' needs.
2. Teachers will analyze student performance throughout the unit and make adjustments to strategies based on needs.
3. Results of the PBA will be analyzed at the end of each Ready Gen Unit.
4. Throughout the year students will be asked high quality questions and will be provided with opportunities to justify their reasoning in all subject areas. Teachers and teacher teams will analyze student work, provide actionable feedback and track student progress as measured by the PBA at the end of each unit. Teachers will monitor students' growth in their ability to be able to justify their reasoning, as measured by the PBA.
5. Students will incorporate content vocabulary related to their field trips in other content areas.

4. Timeline for implementation and completion including start and end dates

1. On-going
2. On-going
3. On-going
4. On-going. Teacher Teams will establish 4-6 week cycles beginning in November, 2014.

5. On-going

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

1. There are no costs associated with this activity.
2. There are no costs associated with this activity.
3. There are no costs associated with this activity
4. There are no costs associated with this activity
5. School buses, entry fees

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).

Workshops will be offered to parents throughout the year in order to acquaint them with strategies they can use at home to help their children support their opinions using text based evidence. These workshops will be offered by teachers and outside organizations.

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		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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.

Math content will continue to focus on critical thinking and problem solving skills for each grade in order to meet the demands of the CCLS.

By June 2015, 60% of all students in grades K-5 will demonstrate an increase of one proficiency level in the area of problem solving as measured by the PS 98 Common Core aligned math assessments.

Comprehensive Needs Assessment

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

After analyzing results from both formal and informal assessments (Base line Assessment, GoMath assessments, Student/Teacher conferences, Teacher Teams) we identified the following needs:

- Students have demonstrated growth but still need additional support to articulate their thoughts and strategies when answering Math questions
- Students need extra support identifying the strategies needed to solve word problems.

Instructional Strategies/Activities

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. Teachers will engage in professional development to strengthen their understanding of the Common Core State Standards and how to support students through differentiated instruction.
2. Teachers will meet in teacher team to analyze and score student work, and to develop best practices that will meet the demands of Shift # 4, deep understanding.
3. A baseline, mid-year, and end of the year assessment will be administered to all students and analyzed by teacher teams.
4. Teachers will create re-teaching loops to address the areas of need indicated by the data in the assessments.
5. The students will be able to analyze their own thinking when responding to math questions in order to demonstrate their deeper understanding of math content.
6. Teachers will scaffold their Math instruction using manipulatives to support student learning of abstract concepts through concrete experiences.
7. Students will use appropriate Math language in written and oral responses/explanations.
8. Teachers will use SMART Board technology to provide students with hands on experiences in problem solving.

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

1. Classroom teachers, administrators
2. Administrators and teachers
3. Administrators and teachers
4. Classroom teachers
5. Classroom teachers
6. Classroom teachers
7. Classroom teachers
8. Classroom teachers

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

1. By the end of the 2014-15 school year teachers will demonstrate their understanding of the CCLS and will be implementing differentiated lessons.
2. By the end of the 2014-15 school year teachers and school leaders will agree with the scoring of extended responses 75% of the time.
3. The data specialist will enter the results of the assessments and the results will be distributed to the teachers for analysis.
4. Teachers will analyze data and create re-teaching loops throughout the year.
5. Students will demonstrate growth in their ability to analyze their thinking as measured by the base-line, mid-year and end of year assessments.
6. Administrators will be able to observe scaffolding during walkthroughs and observations.
7. Students will demonstrate growth/mastery of content language in their oral and written responses.
8. Administrators will be able to observe the use of SMART board technology in the classroom during walkthroughs and observations.

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

1. On-going professional development
2. On-going weekly teacher team meetings
3. Data will be made available to the teachers three times a year.
4. Analysis of data from formal and informal sources is on-going throughout the year.
5. Assessments will take place three times a year.
6. All teachers will be observed during a math lesson at least three times a year.
7. On-going
8. On-going formal and informal observations, and walkthroughs, by administrators

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.
6. No cost associated with this activity.
7. No cost associated with this activity.
8. No cost associated with this activity.

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).

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

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	Grants
----------	-----------------	----------	-----------------	----------	------------------	------------------	------------------	---------------

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.

Increased communication between teachers and parents will be measured by teacher use of a class website/newsletter, a school calendar, a schedule of events and workshops, and a parent survey to communicate with parents.
By January 5, 2015 the teachers and the school will establish/refine an effective communication system in order to keep parents informed on a regular basis of school workshops and events, their children's academic performance and behavior, and to offer and encourage parental involvement in our school community.

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.

Parents and teachers consistently stress the importance of open lines of communication to students' academic growth.

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. Teachers will choose a communication tool (web sites, newsletters) to keep parents informed of important events for their class/grade.
2. School will publish a monthly newsletter to keep parents informed of school events (performances, trips, testing dates, holidays, workshops, festivals)
3. The school will continue its collaboration with Literacy Inc. (LINC). This organization promotes and encourages parental involvement by offering a variety of workshops and opportunities for parents to become acquainted with the many resources available in our community.
4. Workshops will be offered by the PA, the Parent Coordinator, and teachers. The topics will include: Understanding the CCLS, the Instructional Shifts, Helping your Child Become a Better Reader, etc.
5. The school will create and provide parents with a Parent Handbook.
6. Student Progress Reports will be distributed twice a year.

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

1. Teachers,
2. Teachers, Parent Coordinator, PA
3. Teachers, Literacy Inc.
4. Teachers, PA, Parent Coordinator.
5. Administrators, teachers, Parent Coordinator
6. Teachers

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

1. Class website/newsletter, will be in place by October 31, 2014. A parent survey will be distributed in January to measure the effectiveness of the website/newsletter.
2. A school calendar will be published on a monthly basis.
3. A schedule of events and workshops will be established and updated throughout the year.
4. A schedule of events and workshops will be established and updated throughout the year. Monthly meeting dates will be published in the school calendar.
5. There will be an increase of parents being aware of school protocols.
6. A parent survey will be distributed in February to measure the effectiveness of the Progress Reports.

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

1. October-June
2. September-June.
3. September-June as needed
4. September- June
5. September-June
6. January, March

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

1. No cost associated with this activity,
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost is associated with this activity
6. No cost is associated with this activity.

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.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

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.

9. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

12. Timeline for implementation and completion including start and end dates

1.

13. 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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>ELA</p> <p>Support is provided within the unit of study in specific genres, through guided reading instruction, to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking, and writing about academic concepts in the text. Lessons are structured to supplement the general curriculum and through this intervention we will address the barriers that impede academic performance.</p> <p>ESL</p> <p><i>Our ESL program is aimed at developing English grammar, vocabulary, reading, writing, and communication skills of our ELLs. Students are taught using the following strategies: building background knowledge, scaffolding using think-alouds, paraphrasing, graphic organizers, e.g., reciprocal teaching charts, semantic mapping,</i></p>	<p>ELA Our students receive intensive literacy development through a pull-out model. Teachers use a variety of methodologies. Students work in the area of ELA, in small groups of 6-8 students. Students are grouped according to ability or area of need. Teachers work with a variety of methodologies which include the use of charts, rubrics, checklists, graphic organizers, cooperative groups and guided reading. Formative assessments, as well as interim program monitoring are used to design instruction and to improve students' growth. Assessments are analyzed, areas of need are identified, and interventions and methods of delivery of instruction are adjusted, according to the students' needs.</p> <p>ESL</p> <p>Groups of up to 10 students via push-in or pull-out organizational model.</p>	<p>ELA</p> <p>During the school day, 4 to 5 periods per week depending on availability.</p> <p>ESL</p> <p>Service is provided during the school day. Specific amounts as determined by either NYSESLAT or LAB-R scores.</p>

	<p><i>story maps, concept maps, KWL charts, topic nets, etc.), peer editing, summarizing, retelling, sufficient wait time, a wide variety of question types based on Bloom's Taxonomy and Depth of Knowledge. Teachers use modeling, individual conferencing, realia, art objects, visual displays, illustrations, real life examples, visual cues, and kinesthetic activities. Strategy charts, charts modeling the correct use of the language, and content word walls are posted in the classrooms. Students are provided with dictionaries, if needed. The classrooms are equipped with leveled libraries across a variety of genres. Our ESL teachers have been trained in the SIOP model.</i></p>		
Mathematics	<p>Support is provided through small groups and whole group instruction. Using visual strategies (highlighting, color coding, visual representations) students learn to chunk complex problems. Vocabulary support is also provided during small group work.</p>	<p>Whole class and small group instruction. Push-in organizational model.</p>	<p>During the school day/Extended Day.</p>
Science	<p>Support is provided within the content area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about</p>	<p>Whole class and small group instruction.</p>	<p>During the school day.</p>

	academic (content area) concepts in the text.		
Social Studies	Support is provided within the context area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic (content area) concepts in the text.	Whole class and small group instruction.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services (social skills training, conflict resolution, character education).	Small group/individual counseling, classroom guidance lessons.	At least once a week, or as needed, during the school day to support students' social/emotional needs.

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

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

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.
Administrative staff reviews candidates from the DOE's new Teacher Finder site to recruit highly qualified teachers. The payroll secretary works closely with the Network HR point person to ensure that all candidates have the required documentation and meet all deadlines. All teachers have common planning time and participate in inquiry teams. In addition, newly hired teachers are offered support from the Literacy coach and professional development designed to address their specific needs. All new teachers are supported by a CFN mentor and a school mentor.

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).
All staff participates in on-going professional development including: SIOP, Ready Gen, Go Math,

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I and Tax levy monies are utilized to fund the position of Literacy Coach, who provides on-going professional development and support to our staff. Local funding is utilized to provide per-session for teachers who receive training in ReadyGen and Go Math. Title I and tax levy funding are used to reimburse teachers and supervisors who attend outside training.

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.).
Our Pre-K staff attends professional development in school and works closely with our literacy coach to ensure that students have a smooth transition to kindergarten socially, emotionally, and academically. Our Pre-K curriculum is developmentally appropriate, adheres to <i>New York State Prekindergarten Foundation for the Common Core</i> , and is fully aligned to the overall goals of the school. Parents are invited to attend monthly workshops in our school which cover a variety of topics. Workshops address specific needs of Pre-K families and help to build a sense of community. During the year, teachers familiarize students with the school. In May we will conduct a workshop titled "Transitioning to Kindergarten" to familiarize the parents with the kindergarten curriculum, routines, and expectations. We also hold tours of our kindergarten classes for our Pre-K parents in May. In addition, our Pre-K Social Worker and Family Worker work closely with the families throughout the year to prepare the families for the transition to kindergarten.

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.
Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared

the process and the decisions with the staff. Teachers facilitate teacher teams and a PD committee has been established to share in the decision making process of professional development. The PD team collaborates to provide feedback on PDs and to plan future PDs.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or 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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$337,200.93	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$179,617.00	X	See action plan
Title III, Part A	Federal	\$31,036.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,829,811.00	X	See action plan

¹Explanation/Background: _____

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide

Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 098
School Name Shorackappock Elementary School		

B. Language Allocation Policy Team Composition [i](#) 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 Maritza Rodriguez	Assistant Principal Dafne Sanchez-Aldama
Coach Wanda Hall, Math Coach	Coach Rosanna Almonte, Lit. Coach
ESL Teacher Ella Tikhon	Guidance Counselor Heidi Guzman
Teacher/Subject Area Berkis Salcedo	Parent
Teacher/Subject Area	Parent Coordinator Hector Vasquez
Related Service Provider Magda Rojas	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	547	Total number of ELLs	256	ELLs as share of total student population (%)	46.80%
--	------------	----------------------	------------	---	---------------

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	0	1	0								3
Dual Language <small>(50%:50%)</small>	2	1	1	1	1	1								7
Freestanding ESL														
self-contained	0	0	0	0	0	1								1
SELECT ONE	2	3	2	2	3	1								13
Total	4	5	4	3	5	3	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	256	Newcomers (ELLs receiving service 0-3 years)	213	ELL Students with Disabilities	41
SIFE	2	ELLs receiving service 4-6 years	42	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	44		10	1		1				45
Dual Language	105	2	1	14						119
ESL	64		15	27		14	1			92

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	213	2	26	42	0	15	1	0	0	256
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	18	20	0	7	0								45
SELECT ONE														0
SELECT ONE														0
TOTAL	0	18	20	0	7	0	45							

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	29	16	19	1	15	6	19	9	18	2	19	6							119	40
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	29	16	19	1	15	6	19	9	18	2	19	6	0	0	0	0	0	0	119	40

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>76</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>1</u>	Hispanic/Latino: <u>39</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	20	16	11	15	14								90
Chinese														0
Russian														0
Bengali				1		1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	20	16	12	15	15	0	92						

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)	17	13	8	8	10	15								71
Intermediate(I)	5	19	26	10	16	8								84
Advanced (A)	20	25	18	14	8	16								101
Total	42	57	52	32	34	39	0	0	0	0	0	0	0	256

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	3	0	0	28
4	26	4	0	0	30
5					0
6					0
7					0
8					0
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	10	14	2	3	1	0	0	0	30
4	11	15	3	4	0	1	0	0	34
5									0
6									0
7									0
8									0
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	5	4	5	9	8	3	0	34
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	11	11	11	0	1	1	5
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- 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.

Our school uses the following tools to assess the early literacy skills of the English Language Learners (ELLs):

- Developmental Reading Assessment (DRA) (administered 2 times a year)
- Evaluación Del Desarrollo De La Lectura (EDL) (administered 3 times a year to identify each student's reading ability, document progress, and implement effective reading instruction)
- Running Records
- Wilson Assessment of Decoding and Encoding (WADE)

To monitor the academic growth of our ELLs, we rely on the following assessments:

- El Examen de Lectura en Español (ELE) (to test students' vocabulary knowledge and ability to understand words in context)
- Accelerated Reader book quizzes (enable teachers to monitor the quantity and quality of reading practice engaged in by the students)
- Ready Gen performance-based assessment (writing)
- Math problem solving
- Guided reading conference notes
- Estrellita
- Teacher-made assessments (rubrics, checklists)
- Pre- and post- RtI reading assessments
- Assessment forms and checklists from Mary Cappellini's book *Balancing Reading & Language Learning*
- ELA and Math State Exams
- NYSESLAT

First and foremost, the data collected from these assessments provide us with the insights into the growth of our ELLs - which students make progress, plateau or lag behind. Secondly, the assessments are helpful in planning professional development sessions focused on how to support our teachers to move the ELLs students forward. Last but not least, the assessments help us evaluate our programs, strategies, and the assessment tools.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A review of the LAB-R and NYSELAT results demonstrates that most of the students in our school are either at the intermediate or advanced level of their English language acquisition. It appears that the younger the students are, the more likely they are to be at the beginning and intermediate level, unless the students are newcomers.

The review of the tests' results also demonstrates that ELLs at all grade levels develop listening and speaking skills first and then develop reading and writing skills. ELLs at the beginning level show stronger listening and speaking skills than reading and writing. ELLs at the intermediate level demonstrate growing ability in reading while their writing still needs significant improvement. ELLs at the advanced level demonstrate a considerable growth in their writing ability.

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

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](#))

Our NYSESLAT results are consistent with the research regarding the stages of the acquisition of a second language: first the child develops the speaking and listening competency, followed by reading, and then writing. These patterns help us plan differentiated small-group instruction. Individual students who are in similar age ranges are grouped with others who show similar test results, with the exception of kindergarteners and newcomers. Kindergarteners are placed in one group, and newcomers are assigned to the groups with students at the beginning-intermediate stages.

The Annual Measurable Achievement Objectives (AMAO) estimation tool is not available for the 2013-14 school year. In the meantime, our teachers will collect the data on the ELLs' language acquisition progress (how many ELLs make progress and how many attain the English language proficiency) manually. The collected data will help design effective instructional programs and interventions for specific subgroups of ELLs.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

4. (b)(c) Our school chose not to administer the standardized ELL Periodic Assessment (begins in 3rd Grade, tests in three language modalities: Reading, Writing, Listening; offers predictions toward the NYSESLAT). Instead, the teachers are using an array of tools listed in the answer to question 1 above.

The assessments serve as evidence of whether our ELL students are learning, reveal insight into their language skills, and help us identify strengths and weaknesses as the students acquire language throughout the year. Based on the results of the assessments, the teachers modify their instruction, plan for small groups, provide guided reading, targeted interventions, and supplemental support.

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

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](#).)

As a school community, we collect and analyze the data throughout the year, discuss the areas of need, and make decisions about the programs, placements of students, as well as any additional supports needed.

At Tier I, all ELL students are provided with whole-class instruction and small-group instruction (guided reading and math groups) from their general education teacher. Bilingual teachers use ESL strategies and native language support to make content comprehensible. The support of ELLs in monolingual classrooms is provided by the ESL teachers via the push-in and/or pull-out model.

At Tier II, our at-risk ELLs receive small-group instruction services via a push-in and/or pull-out model by the IEP teacher, SETSS teacher, RtI Math teacher, and RtI Reading specialist. This includes an additional 37 and 1/2 minutes of instruction during the extended day program. The Tier II instruction is a supplement to the core curriculum. Through the interventions employed in Tier II we address any barriers that impede the academic performance of our ELLs. ESL and bilingual teachers provide mandated language support to the ELL students using the ESL strategies and native language support.

Tier III includes the students who do not make adequate progress with the RtI services in Tier II. Those students are referred to our Pupil Personnel Team (PPT). The team evaluates all the academic variables and the remediation that has taken place for those students. If needed, the students are referred to our School Assessment Team (SAT) for further assessments/evaluations, whereby the students maybe placed. Bilingual teachers scaffold the instruction of the ELLs in Tier III using the ESL strategies and natives language support. The ELLs in monolingual programs continue receiving the mandated services from the ESL teachers.

The RtI team and classroom teachers use the following intervention programs and materials:

- Wilson Reading System
- Reading Reform
- Fountas and Pinnell leveled guided reading books
- Teacher-developed materials/Units of Study
- Pre-Referral Intervention Manual (PRIM)
- Rourke's ELL intervention Kits
- Reading and Writing Sourcebook from Great Source
- Strategies from the books Asking Better Questions by N. Morgan and Making Thinking Visible by R. Ritchhart

- Finish Line Mathematics
- Rourke's ELL Intervention Kits

All RtI services, interventions, and assessment tools are documented via students portfolios, teacher data binders, professional development, PPT meetings, special education meetings, and RtI meetings.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our teachers fully understand the second language acquisition process and know what to expect at different stages of English proficiency. They use effective teaching strategies and appropriate instructional materials to help students of all levels learn the grade-level curriculum and master the content areas.

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?

7 (a) The English-proficient students (EPs) in the dual language program are assessed in their second (target) language using the following assessments:

- Evaluación Del Desarrollo De La Lectura (EDL) (administered 3 times a year to identify each student's reading levels/proficiency in Spanish, document progress, and implement effective reading instruction)
- El Examen de Lectura en Español (ELE) (to test students' vocabulary knowledge and ability to understand words in context)
- Teacher-made assessments (rubrics, checklists)

7 (b) The data show that on the 2013 ELE test, most of the EPs in the DL program scored in the 76-99 percentile (about 71% of the current EPs tested); about 14% scored in the 51-75 percentile; about 14% scored in the 26-50 percentile; 0% scored in the 1-25 percentile (see the Native Language Tests chart above).

7 (c) According to the data from the 2013 State ELA, Math, and Science exams, our EPs are outperforming ELLs on State and City assessments.

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

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

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](#).)

At P.S. 98M, at the time of the initial enrollment into the NYC public school system, a licensed and trained pedagogue administers a Home Language Identification Survey (HLIS) to parents/guardians to determine what language the child speaks at home. This process also includes an informal oral interview in the parents' home language. We have two licensed and trained pedagogues responsible for conducting the ELL screening process (including the HLIS, informal oral interview, LAB-R, and Spanish LAB, if needed). Those pedagogues are Ella Tikhon, a licensed ESL teacher, and Berkis Salcedo, a licensed ESL/Bilingual teacher fluent in Spanish.

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

Our secretary updates the home language codes for all students based on the results of the HLIS. To determine whether any students are missing a home language code, she regularly prints out the RPOB report.

If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered a Language Assessment Battery-Revised (LAB-R) test by a licensed and trained pedagogue to determine the English proficiency level. We administer the test within 10 (ten) school days from the date of registration. Students who score below proficiency on the LAB-R become eligible for the state-mandated services for English Language Learners (ELLs). Beginning February 1, 2014, we will start administering the New York State Identification Test for English Language Learners (NYSITELL), an assessment which will replace the LAB-R as the method for the initial identification of ELLs.

Upon the completion of the LAB-R testing, we send out two kinds of letters:

- Entitlement Letter (if the child does not pass the LAB-R), which informs the parents/guardians that their child is entitled to receive services as an English Language Learner.
- Non-Entitlement Letter (if the child passes the LAB-R), which informs the parents/guardians of the child's proficiency in English and his/her ineligibility to receive services for ELLs.

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

Our Spanish-speaking students who score below proficiency on the LAB-R are administered a Spanish Language Assessment Battery (Spanish LAB) test to determine language dominance for instructional planning in providing bilingual and ESL services. We administer this assessment only one time during the same time period as the LAB-R. Our ESL teacher with a bilingual license is fluent in Spanish, and she usually conducts the Spanish LAB testing.

One of the ESL teachers updates the ELPC screen in ATS to indicate the parents' program choices for all the newly admitted students who have been identified as ELLs via the LAB-R exam. Every effort is made to ensure that the ELPC screen is completed within the first twenty (20) days of admission of our new ELL student into the NYC DOE. In addition, the teacher checks the BNDC and BEPF screens regularly to ensure that all active students have complete information and accurate programming data.

Both ESL teachers use the Interactive Voice Response System (IVR) to call in the first dates of attendance for the ELLs who are serviced in a self-contained or ICT environments and whose IEPs mandate ESL services.

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.

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

All orientations are facilitated by both ESL teachers and our Parent Coordinator.

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

We explain to the parents that their child has a right to placement in a bilingual program; we explain the three (3) instructional models offered by the New York City Department of Education (Transitional Bilingual, Dual language, and Freestanding ESL); present the highlights of the NYS Commissioner's Regulations Part 154 and Title III; and hold a Q & A to give parents an opportunity to ask questions.

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

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

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

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

The original Parent Survey & Program Selection forms are placed in the students' CUM files and copies are kept in the ESL Room 301.

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 [\[see tool kit\]](#).)

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

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

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

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

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.

After the ELLs' identification, we evaluate the Parent Survey/Program Selection forms and make placement decisions based on the parents' preferred program placements as indicated on the forms. If parents choose a program that our school does not currently offer or if there is no space in the program of their choice, we keep records in order to notify parents when the program of their choice opens and/or offer help in finding a school that offers the program of their choice. If the parents/guardians fail to sign or return the form within the designated time, the default language program is Transitional Bilingual Education as per CR Part 154. We track data on all parent choices in order to comply with CR Part 154 which states that schools are required to form bilingual programs in grades K through 8 when there are 15 or more ELLs with the same language in one grade or in two contiguous grades.

After we make the placement decisions, we send out placement letters in the student's native language informing the

parents/guardians of the placement of their child. Copies of all placement letters are kept on file in the ESL Room 301.

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

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.

In the spring, our ELLs receive a rigorous NYSESLAT test prep based on their level of English language proficiency.

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

Our Testing Coordinator/Math Coach coordinates the testing schedule and this process is approved by the Principal.

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

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

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

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

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. 

Over the past few years our parents have indicated a preference for Dual Language and ESL programs (in that order). Parents of new arrivals with very little or no background in English usually choose the Transitional Bilingual Education.

In the fall of 2011, 13 parents of our newcomer kindergarten ELLs selected Dual Language as their first choice of a language program, 10 parents selected ESL as their first choice, and 10 parents selected the Transitional Bilingual Program. 7 parents chose not to come to a group or individual orientation to make a program selection for their child and their choice defaulted to the Transitional Bilingual Program. In Grades 1 through 5, where most of our newcomer ELL admits have very little or no background in English, 7 parents indicated Dual Language as their first choice, and 8 parents chose Transitional Bilingual.

In the fall of 2012, 28 parents of our newcomer kindergarten ELLs selected Dual Language as their first choice of a language program, 13 parents selected ESL as their first choice, and 18 parents selected the Transitional Bilingual Program. In Grades 1 through 5, 6 parents indicated Dual Language as their first choice, and 14 parents chose Transitional Bilingual Education.

In the fall of 2013, 21 parents of our newcomer kindergarten ELLs selected Dual Language as their first choice of a language program, 13 parents selected ESL as their first choice, and 9 parents selected the Transitional Bilingual Program. One parent chose not to come to a group or individual orientation to make a program selection for their child and their choice defaulted to the Transitional Bilingual Program. In Grades 1 through 5, 11 parents indicated the Dual Language program as their first choice, 8 parents chose Transitional Bilingual Education, and 3 parents chose ESL.

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

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

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])?

At P.S. 98 we align all ELL programs with the comprehensive core curriculum.

1 (a). All bilingual and dual language classes alternate between English and Spanish instruction following the balanced literacy model, and the ESL support is provided by the classroom teacher in the classroom. With the exception of a self-contained ESL class in 5th Grade, our Freestanding ESL Program is based on the push-in and pull-out models. The ESL teachers, the Principal, and other staff members are continuously working to develop a schedule for the ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations. The ESL provide small-group, individualized instruction in the English language, reading, writing, and content areas where applicable.

The programs for ELLs are built around the four essential skills students must acquire: listening, speaking, reading and writing. The instruction is content-based. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language. The teachers utilize differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

1 (b) Our school primarily organizes its classes based on the heterogeneous program model. Our philosophy relies on children being able to learn from each other and promote each other's academic growth. We have ICT classes in Kindergarten and Grades 2-4. We also offer two self-contained special education classes (1 monolingual and 1 bilingual).

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

2. 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)?

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

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

The transitional bilingual education (TBE) classes adhere to the appropriate language allocation of units according to each student's NYSESLAT scores. Literacy instruction is delivered through English Language Arts using ESL methodologies and Spanish Language Arts. Social Studies and Science are taught in English and Spanish on alternating days. Math is taught in Spanish.

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

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

3. 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.

Language Arts (ESL, TBE, Dual Language):

In 2013 we adopted the Ready Gen K-5 ELA core curriculum. The curriculum combines the requirements of the NYSED, content aligned to the CCLS, and strong teacher support into a cohesive program that addresses today's educational priorities. Ready Gen is organized around units of study that feature topically-related text sets. Our students read authentic pieces of literature, such as novels, trade books and shorter, related texts of multiple genres. They experience close reading of text at appropriate complexities across grades, and engage in the task of citing text evidence in response to text-based questions that involve higher-order thinking.

Through Ready Gen, we continue to provide a Balanced Literacy (The Readers and Writers Workshop) approach to reading. Students receive various levels of support in large and small groups as well as individually, and move from dependent to independent readers, writers, listeners, and speakers. Students are provided with guided and shared reading instruction in order to develop fluency and comprehension. Accountable talk is utilized to develop the ELLs' language skills. Teachers focus on the four language modalities with a concentration on vocabulary development. They introduce new concepts by discussing vocabulary words key to that concept. Another strategy is guided practice. With this method teachers structure lessons so that students work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text.

In Grades K-5 bilingual classes, literacy is taught in both English and Spanish as per the language allocation policy. The literacy program includes a period for skill building in English which introduces ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context. Instructional strategies depend on the study units and the assessment data. Teachers facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short-time segments, they assess informally based on curriculum, do fluency building (high frequency words), as well as teach via the tactile vocabulary method. Teachers use kinesthetics to teach phonemic awareness and provide for partner reading.

Math (ESL, TBE, Dual Language):

We are currently implementing the Go Math program designed to meet the objectives of the CCLS for Mathematics. Lessons begin with context-based situations and progress toward abstract problems. Students receive support as they advance from concrete to abstract content through the use of models and math talk prompts, which is presented throughout the program. The mathematical content strands are all addressed in Go Math. Each strand is addressed throughout all grade levels of the program. Each grade level builds on and extends concept understanding so that the students approach each new challenge from a firmly established foundation. Teachers use explicit vocabulary building and recurrent informal assessments. They monitor progress through group and individual assessments and portfolios. Concepts are reinforced through games, math journals, and a variety of tactile strategies.

In Dual Language classes Math is taught in Spanish and English using ESL strategies and native language support. In TBE classes Math is taught in Spanish. Students in Freestanding ESL programs receive Math instruction in English with scaffolding and native language support to make content comprehensible.

Social Studies (ESL, TBE, Dual Language):

The Houghton Mifflin Harcourt Social Studies program is used for grades K-5. Social Studies glossaries are provided to ELLs in upper grades. Students read an array of informational texts, including texts in history/social studies. They learn text structure and unique features of informational text as ways to enhance understanding, master the general academic and domain-specific vocabulary, and master the skills necessary to speak and write about various social studies subjects knowledgeably. In Freestanding ESL, Social Studies is taught in English using ESL methodology and instructional strategies and utilizing native language support to make content comprehensible. Some of the materials used are thematic units on history/social studies from the Rourke Classroom Resources' ELL Interventions Kits (Readers for Writers). In DL and TBE classes, Social Studies is taught in the native language (Spanish) and English using ESL strategies/native language support.

Science (ESL, TBE, Dual Language):

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

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

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

- Graphic organizers, such as semantic mapping, story maps, concept maps, KWL

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

Many of our bilingual and ESL teachers have attended the Sheltered Instruction Observation Protocol (SIOP) training and are in the process of implementing it in their classrooms. The goal is to use this highly structured model to help our ELLs learn difficult Math, Science, and Social Studies concepts and master the English language at the same time.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In order to ensure that our ELLs are appropriately evaluated in their native language throughout the year, we administer the following assessments:
- Spanish Language Assessment Battery (Spanish LAB) test to determine language dominance during the initial identification of ELLs
 - Evaluación Del Desarrollo De La Lectura (EDL) to determine the students' reading levels/proficiency in Spanish
 - El Examen de Lectura en Español (ELE) to test students' vocabulary knowledge and ability to understand words in context
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- See Part III: Assessment Analysis, answer to questions 1, 4 (b), and 4(c).
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).

6 (a) In working with our SIFE students, we try to place them in an appropriate age range and in the group that best suits their needs. The students are offered extra academic support from Rtl personnel in Reading and Math and also receive instruction during the extended day program. They are exposed to read alouds from a variety of genres in order to develop listening skills and expand vocabulary. Language structures are developed by engaging students in shared reading. Teachers are using interactive writing and explicit instruction to support those students with their writing skills. They also apply appropriate scaffolding techniques and use peer buddy and small-group activities so that the SIFEs gradually feel safe to take educational risks.

For additional instructional strategies/interventions, see the answer to question 3 above.

6 (b) We realize that the demands of newly arrived ELLs are different from the ELLs who have been in the country for more than a year. When those students are grouped together, our teachers employ a variety of scaffolding methods to ensure differentiation. In the very beginning, the vocabulary range is our strongest focus in the instruction of our newcomer ELLs. The newcomer ELLs' language instruction centers on teaching of the Basic Interpersonal Communicative Skills (BICS), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their needs. While they are acquiring the basics, they are also introduced to the academic English language, or taught Cognitive Academic Language Proficiency (CALP) through various instructional strategies. This way the students master academic content while they become proficient in English as subject areas are integrated with language objectives. They learn English as they study meaningful content. With the intermediate newcomers, the focus usually shifts to sentence syntax and the grammar rules, as well as reading comprehension and writing/editing. We support these learners in a variety of content areas, including social studies and mathematics, scaffolding their

learning through previewing, explaining concepts and ideas to peers and teachers, as well as providing them with manipulatives and other hands-on materials.

6 (c) The ELLs receiving 4-6 years of ESL services are at risk of becoming Long-Term ELLs. To support those ELLs, we analyze the students' NYSESLAT scores and other assessment data reflecting areas of weakness, and plan an intervention which includes the regular minutes mandated by CPR 154, RtI supports, extended day program, and the Title III after-school program, if available. The students also participate in the NYSESLAT test prep geared towards their deficiencies assessed by NYSESLAT.

The ELLs who are at risk of becoming long-term ELLs and who have scored a Level 1 or 2 on ELA/Math, receive intensive literacy development and math interventions through a coordinated effort from support personnel (RtI Reading, RtI Math, SETSS, and classroom, and ESL teachers) during regular school hours. These students are also encouraged to attend the extended day program and the after-school program (if available) where extra support is given in reading, writing, and math. The goal is for the ELLs receiving services for 4-6 years to reach proficiency and test out of NYSESLAT and to increase their academic achievement in Language Arts and Mathematics.

For additional instructional strategies/interventions, see the answer to question 3 above.

6 (d) Our long-term ELLs are usually orally bilingual (they have a high level of proficiency in social English and their native language), but they have limited literacy skills in their native language and limited academic literacy skills in English. They are usually transnationals who have moved back and forth between countries and have inconsistent schooling. This results in difficulties with reading and writing and consequently, many content area subjects. We take it upon ourselves to learn more about the academic backgrounds of our long-term ELLs and base our instruction upon an intensive study of their NYSESLAT scores and other assessment data reflecting areas of weakness. The goal is to develop a strong foundation in academic language and content areas by focusing simultaneously on content (Math, Science, and Social Studies) and literacy/language learning (SIOP model).

6 (e) Classroom teachers continue to support transitional students by continuing to scaffold them. Students are paired with students whose reading and writing skills in English are strong. We also ensure that the test accommodations are available to former ELLs for up to two years after passing the NYSESLAT (these students are provided with extended time on all standardized statewide tests, as well as the opportunity to take the test in a separate location). In some cases, glossaries or bilingual dictionaries are used. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students' progress. If needed, the students are provided with ESL services.

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?

For ELLs identified as having special needs, ESL teachers collaborate with classroom teachers to ensure appropriate instructional strategies and relevant context related texts are used in the ELL classroom to provide access to academic content areas and accelerate English language development.

ELL teachers review IEP goals, so that they can address students' needs while incorporating ESL techniques. Students identified as beginners are pulled out in smaller groups. Multisensory techniques are used in this setting to address beginning language skills. When possible, students with special needs are mainstreamed and combined with students from the general population. Some ELL students also receive SETSS where specific instruction in early reading and phonic skills (Wilson Program) reinforce English language skills.

For additional instructional strategies/interventions, see the answer to question 3 above.

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?

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

Courses Taught in Languages Other than English

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

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

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

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

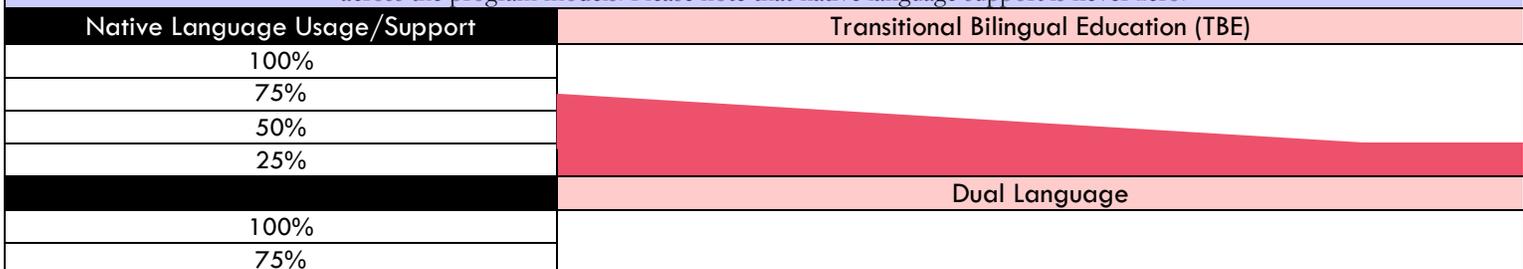
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

See Part A (Programming and Scheduling), answers to questions 6(a), 6(b), 6(c), 6(d), and 7.

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 school is in the process of implementing the new curriculum programs for ELA and Math (Ready Gen and Go Math). Teachers are learning to adapt and enrich the curricula to provide strong Core of Instruction (Tier I). In addition, many teachers are being trained and are starting to implement the SIOP model in their classrooms.

At the end of this school year, we will conduct an assessment to evaluate the effectiveness of these programs and approaches, and if they are meeting the needs of our ELLs in both content and language development. This will help us build upon the strengths of our new curricula, address areas for improvement, decide on the actions needed to increase the programs' outcomes, and determine if any additional resources/programs are needed.

11. What new programs or improvements will be considered for the upcoming school year?

No new programs are currently forecasted.

12. What programs/services for ELLs will be discontinued and why?

No changes are planned at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In our school all students, including ELLs, follow the same standards-based rigorous curriculum and are afforded full access to all school programs and activities. One of the examples is the extended day program which serves many of our ELL students by utilizing small-group instruction for two days for an additional 75 minutes per week. During this time the students are provided with additional support in the content areas, and specific areas that the students are having difficulty.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In our school, we have a computer room with 32 computers and each classroom has a computer and Internet access. Students have access to the following language development programs: Renaissance Accelerated Reading (English/Spanish), Renaissance English in a Flash, and Starfall. In addition, teachers use the Discovery Education program and the Brain Pop program in English and Spanish to support the content areas in both languages. All our classrooms are equipped with Smartboards. The library (which is currently being renovated) will have a research center with several computers. This affords students opportunities to work on research papers with the librarian. The school also has a laptop cart which teachers can bring into their classrooms.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The teachers support the native language (mostly Spanish) of our students through the following methods/resources:

- Dictionaries and glossaries
- Paraphrase and drawings
- Cognates and other helpful mother-tongue equivalents to facilitate vocabulary development and to make content comprehensible
- Pre-teaching or checking for understanding of the concepts in the native language if appropriate
- Pairing students who share the same native language but have different levels of English proficiency, especially for newcomer ELLs

- Books on the language, culture, and history of the countries of the ELL students
- Native language books relating to the topic or theme of a lesson

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

To support age, grade and proficiency levels of the ELL students, we align our materials and instructional resources to meet their needs. Our goal is to have a constant collaboration between the classes and the ELL programs, so that there is a consistency of message and content.

We choose books and writing activities based upon age and grade level as well as proficiency. A text that will peak the interest of a kindergartener will not have the same effect on a 4th Grade student. So we match a 4th Grade beginning ELL with subject texts that would interest a 9-year-old, while meeting the language needs of the same student by providing easier texts. Our belief is that text levels can be adapted to suit different ELL proficiency levels while also providing appropriate and important core curriculum from each 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.

Due to the comprehensive nature of our ELL programs, we always try to be proactive in contacting and informing ELL parents whose children will be attending P.S. 98M. Our office staff flags those families whose home language is not English, and affords them additional information and support through the resources available to the Parent Coordinator. In addition, our school organizes various meetings and orientations to assist the newly enrolled ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

N/A

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)?

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

19 (b) All students work together during the instructional day. The ELL students are given extra support in ESL and their home language as necessary.

19 (c) K-2: one day English, one day Spanish. 3-5th Grade students work in one-week cycles: half a day in L1 and half a day in L2 on alternating weeks.

19 (d) We use the self-contained dual language model.

19 (e) Emergent literacy is taught in both languages simultaneously.

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. In the years 2013-2015, all teachers (both teachers of ELLs and non-ELL teachers) will receive staff development to refine their instructional and assessment practices. Some of the PDs done in the previous years (such as Questioning, Analyzing Student Work, and Danielson's Framework) will be revisited.

Here's a list of some of the PDs planned by our Math Coach Wanda Hall and our Literacy Coach Rosanna Almonte for the school year 2013-2014:

- Identifying Rigor
- Identifying Student Active Involvement
- Close Reading Instruction
- Questioning & Discussion Techniques
- Modeling Techniques
- Establishing a Purpose of a Lesson
- Teaching Points and Tasks
- Assessments / Checking for Understanding
- Characteristics of Lexile Levels
- Differentiation
- Teacher Intervisitations
- Implementation of the new ELA and Math curricula (ReadyGen and Go Math) / Lesson Planning
- SIOP Goals Implementation

Our ESL teachers attend various workshops geared towards ELLs throughout the year and share the information with the staff. Here is a sample of just a few of the PDs they have recently attended or plan to attend:

- Using the SIOP Model to Prepare ELLs for College and Careers through CCLS
- Classroom-Based Strategies and Structures that Support the Inclusion of Students with Special Needs (Meeting the Diverse Needs of Learners: Responding to the Special Education Reform)
- Building a Strong Tier I: The cornerstone of Effective Reading Instruction for ELLs institute (with Dr. Diane Haager)
- Promoting Critical Thinking in Math and ELA through Questioning to Influence Classroom Practices
- Professional Development on the Six Common Core ELA Shifts

Our Guidance Counselor Heidi Guzman has been involved in the professional development sessions on the Middle School application process, and the Respect for All PDs through our Parents Association.

Our Literacy and Math Coaches will continue providing group and individual professional development to staff on a needs basis throughout the year.

2. See the answer to question 1 above.

3. All 5th Grade teachers of ELLs and the parents of 5th Grade ELL students are provided with an orientation by the Guidance Counselor regarding the middle school process. Two presentations are made available in the English and Spanish languages. The Guidance Counselor explains the transition from Elementary to Middle school - the application process, the middle school choice criteria, and the admission process.

4. During the professional development days, a certain amount of time is always allotted for the ELL information and training. By the end of the school year, we meet or exceed the 7.5 + hours of ELL training for all staff (10 hours for special education teachers).

During the training, all the teachers are given important information on how to provide scaffolding and differentiate instruction for the ELL students, how to work with newcomers in the classroom, we review NYSESLAT procedures, testing accommodations, discuss strategies for the ELLs with special needs, etc. (see #1 above for additional information)

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. Our parents are actively involved in many different activities that foster parental involvement for parents of ELLs, such as,

- Parent Teacher Conferences

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

- ESL class - for a period of about 6 months 4 days per week. Parents receive ESL instruction which help them improve their English language skills

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

- We have a partnership with the organization Literacy Inc. They provide a program parents which teaches them how to improve their children's reading and writing skills at home

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

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

- A few teachers have created websites to communicate effectively with the ELL students and their parents about the expectations and assignments

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

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

- Fall and Spring Festivals - multicultural events held once a year in which the school community and the neighborhood get together

- i9 Sports After-School Program - focuses on sports, performing arts, and homework help

- Urban Voices - the program, provided for our 3rd Graders on a weekly basis, builds the students' music literacy, performance skills, text comprehension, and listening skills

- CHALK (Choosing Healthy & Active Lifestyles for Kids) - the program educates our students about healthy foods, eating habits, and benefits of physical activity

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

Parents of ELLs have various opportunities to volunteer in our school. Some parents of ELLs are part of the PTA.

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

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

2. Our school partners with the following agencies or communities that provide workshops or services to the ELLs and their parents:

- Wellness in the Schools
- CHALK
- Urban Voices
- i9 Sports
- Literacy Inc.
- Inwood Community Services
- Washington Heights Coalition

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

4. We use the information gathered from the surveys to evaluate whether our parental involvement activities address the needs of the parents. We regularly adjust our programs and implement new ones to address parental needs.

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.

This report includes the data (demographics, program breakdown, State Exams, etc.) only for the students who are currently in our school (as of November 12, 2013).

Part VI: LAP Assurances

School Name: <u>Shorackappock Elementary</u>		School DBN: <u>06M098</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maritza Rodriguez	Principal		
Dafne Sanchez-Aldama	Assistant Principal		
Hector Vasquez	Parent Coordinator		
Ella Tikhon	ESL Teacher		
	Parent		
Berkis Salcedo	Teacher/Subject Area		
Magda Rojas	Teacher/Subject Area		
Rosanna Almonte	Coach		
Wanda Hall	Coach		
Heidi Guzman	Guidance Counselor		
	Network Leader		
	Other _____		



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Shorac Kappock	DBN: 06M098
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 84
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: 0

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:

After having carefully reviewed our school’s 2013-14 AMAO performance and NYSESLAT data for patterns and trends, we have determined that our English Language Learners (ELLs) need supplemental support to increase their achievement in literacy (reading and writing).

Our primary goal is to achieve equity of instruction for our ELLs. To achieve this goal, we will have a supplementary After School Title III instructional program concentrating on the skills ELLs need to have to make progress in their English language acquisition and/or reach English language proficiency, meet the Common Core standards, and achieve higher scores in state assessments.

The program will be held at P.S. 98M. It will service about 84 ELLs in grades 1-5 based on their needs and according to the NYSESLAT data. We may also invite former ELLs (for up to two years after they have exited the program), as well as non-ELLs participating in our Dual Language program. These students will have been in the country for more than 1 year and 1 day.

We will group our 84 ELL students into seven (7) groups: two (2) groups of first graders, two (2) groups of second graders, two (2) groups of third graders, and one (1) group of students from grades 4-5. We will have about 12 students in each groups.

We will have seven (7) teachers assigned for teaching in the program. The teachers will be certified in ESL and/or Bilingual Education. If we do not have sufficient teachers for the program, we will follow district’s protocol for hiring qualified teachers.

The program will run for 29 sessions from December 2014 to March 2015. The sessions will be held on Wednesdays and Thursdays and will begin at 2:30 p.m. and end at 4:30 p.m.

There will be one (1) administrator supervising the program for its duration (as there will be no additional programs running in the school at that time). The supervisor's regular schedule is either 7:30 a.m. - 2:50 p.m. or 7:00 a.m. to 2:30 p.m.

To support the after school supplemental program, we are planning to use Curriculum Associates’ Ready New York CCLS ELA materials. The purchase of the materials is to address the needs of our ELL students

Part B: Direct Instruction Supplemental Program Information

(spelling, pre-reading/reading strategies, fluency and oral reading skills, vocabulary development, comprehension strategies, etc.).

Parent will be informed about the after school program via our School Messenger, letters backpacked with students, and the school calendar distributed monthly. The PA meetings will also serve as a resource to share information.

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:

The focus of our Professional Development will be to provide high quality training to the teachers of ELLs on effective, Common Core-aligned instructional practices that address the academic and linguistic needs of ELLs: improve their English Language proficiency, prepare them to meet and exceed Common Core standards, and achieve higher scores on all city and state assessments.

The teachers working during the Title III After School instructional program will receive professional development and training facilitated by an administrator and/or literacy coach.

Our teachers and administrators have conducted a needs analysis based on the data collected through classroom observations, classroom walk-throughs, student work, and teacher feedback, and devised the following list of topics that may be included in our professional development (the duration of the PDs maybe intermittent for the duration of the program. Some PD topics may require more than one session or be ongoing depending on the needs of our teachers):

- Sheltered Instruction Observatin Protocol (SIOP) Training - December 15, 2015; December 22, 2014; January 26, 2015 - 2:30 p.m. - 3:40 p.m.

- Analyzing student work and planning individualized instruction/grouping – three times a year
November 2014, January 2015, and May 2015

- Entry points for ELL's - Ongoing Meetings - 45 minutes

- Guided reading/writing for ELLs - Ongoing Meetings - 45 minutes

- Vocabulary development - Ongoing Meetings - 45 minutes

- Questioning and Discussion Techniques - Ongoing Meetings - 45 min

- Content Area Writing - Ongoing Meetings - 45 minutes

Part C: Professional Development

- Scaffolding and Differentiated Instructional Strategies for Teaching ELLs - TBD

- Instructional Strategies and Teaching Methodologies for ELLs - TBD

- Activities to enhance a teacher's ability to understand and use Ready Gen and Go Math curricula as they apply to ELLs - TBD

In addition, our teachers will participate in any Office of ELLs-sponsored professional development series, or PDs conducted by CFN 532 on ELL instruction.

All the above-described Professional Development activities will be at no cost to Title III with the exception of the purchase of the book Making Content Comprehensible for English Language Learners: The SIOP Model by Echevarria, Vogt, Short for seven (7) teachers and one (1) supervisor in the Title III After School Program.

We believe our PDs will empower our teachers of ELLs to accomplish their jobs even more effectively, to grow as professionals, and have a lasting impact on the performance of our ELLs. Our goal is to have quality teachers in front of our ELLs.

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:

The goal of our parental engagement activities will be to increase our parents' involvement within the district and our school, to inform our parents of the curriculum and the academic expectations of the Common Core Learning Standards, and support them in helping their children progress academically and achieve the English language proficiency.

These are some of the activities we have planned that we believe will foster parental involvement for parents of ELLs:

- Partnership with the organization Literacy Inc. which provides a program for parents which teaches them how to improve their children's reading and writing skills at home, how to select grade appropriate text for your child, engage in academic conversation with your child, the role trips play in student learning, math games that could be played at home, etc. These meetings will take place once a month for 1 hour.

- Our school partners with Inwood Community Services and Washington Heights Coalition that provide

Part D: Parental Engagement Activities

workshops or services to the ELLs and their parents.

- Annual ELL Conference held by SLT in collaboration with PA once a year with the support of the administration and the teachers who offer workshops and conferences for parents
- Family Game Night - takes place at P.S. 98 every year. Parents of ELLs interact with their children and other families
- Family Movie Night - held at P.S. 98 twice a year. The school auditorium is converted into a cinema and parents have an opportunity to spend quality time with their children, other family members, and the members of the community
- Fall and Spring Festivals - multicultural events held once a year in which the school community and the neighborhood get together
- Yearly ELL Conference for the parents of English Language Learners - March 2015, 4:30 p.m. to 7:30 p.m. We will invite about 50-60 parents. The planned workshop topics and the staff presenting at the workshops will be as follows: Reading Aloud to English Language Learners at Home (Literacy Coach), Math is Everywhere (Classroom Teacher), Helping English Language Learners with Homework (Assistant Principal), Using Technology to Promote ELL's ELA and Math Skills at Home (Classroom Teacher). The teachers conducting the workshops will be certified in ESL and/or Bilingual Education. Refreshments will be purchased for the parents participating in the conference (the cost will not exceed \$250). Parents will receive materials that will support their children at home.
- Parent Coordinator led workshops for parents - every month the parent coordinator has a workshop for parents including the parents of ELLs. The topics range from how to read together with their children, help their children with homework, work with the teacher of your children, to how to help their children learn to take responsibility, the ABCs of discipline at home, understanding the Common Core, reading aloud to children, and how to use technology to access child's data. Other topics will be generated as per parent requests or needs.

Finally, teachers of ELLs will engage the ELLs and their parents in a variety of cultural field trips that will engage the students and parents in learning together. Trips will include museum visits, theater, parks, as well as exploring various historical areas of New York City (e.g., trips to NYC Aquarium, Museum of Natural History, Bronx Botanical Gardens, etc.).

All the parental engagement activities will be at no cost to Title III with the exception of the ELL Conference for the parents of the ELL students.

Parents will be notified of all meetings, workshops, shows, events held at P.S. 98M through via our School Messenger, monthly school calendar, and letters backpacked with students.

Part E: Budget

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

Allocation Amount: \$31036

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M098 School Name: Shorackappock Elementary School

Cluster: DSSI - 6 Network: 532

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

Part A: Needs Assessment Findings

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

The language needs of the parents at P.S. 98M are usually identified during interactions and contact with parents. We also manually go through the HLIS of all new registrants and check the ATS to determine which new admits and their parents speak another language. Currently the following languages are represented in our school in Grades K-5 based on the Home Language Identification Surveys: Bengali (5 students), Chinese (2 students), Spanish (434), and Urdu (1 student). Our school personnel, such as Parent Coordinator, teachers, guidance counselors, school secretary, and members of the Parent Association are able to translate various documents into Spanish. The documents are then reviewed by the administration. For all the other languages we use the translation services available through the NYC DOE.

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

P.S. 98M has a large population of the English Language Learners. Therefore a large majority of the parent community requires support in oral and written communication. Informal data are collected to determine written and oral interpretation needs. All teachers in our school community are constantly being made aware of certain limitations some parents may have regarding language barriers. The Home Language Identification Surveys are always useful in determining who may need written or oral translations, as well as what languages are needed.

Part B: Strategies and Activities

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

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents (correspondence related to our school's outreach for academic intervention services and after school programs, newsletters, parent handbooks, flyers, surveys, etc.) will be translated into the requested language by either staff, parent/community volunteers, or through the NYC DOE Translation and Interpretation Service. Vital Department of Education information, such as report cards and promotion in doubt letters, will be downloaded/ordered in the languages that represent our school population. Important and time-sensitive information and letters will be given to translators well in advance of scheduled meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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 in school by the school staff (Parent Coordinator, Literacy/Math Coaches, teachers, parent volunteers, Principal, and Assistant Principal) who are fluent in English and Spanish, as well as the NYC DOE phone translation system for low-incidence languages. During formal meetings, a member of the district personnel will provide translations for parents.

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

- a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be distributed. Parents will also be made aware of these rights during meetings with school staff, i.e., conferences, IEP meetings, etc.
- b. Signs offering translation services and assistance in the parents' respective languages will be posted in the main office and by the security desk.
- c. The locations of the signs will be stated in the school's safety plan. The safety plan will contain procedures for ensuring that parents in need of language access services will not be prevented from reaching the school's administrative offices solely due to language barriers.

