

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

**School Name:** ISIDOR AND IDA STRAUS SCHOOL

**DBN (i.e. 01M001):** 02M198

**Principal:** NANCY CABRERO EMERICK

**Principal Email:** NEMERIC@SCHOOLS,NYC.GOV

**Superintendent:** BONNIE LABOY

**Network Leader:** ADA CORDOVA

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

| Name   | Position and Constituent Group Represented   | Signature |
|--|--|-----------|
| Nancy Cabrero Emerick                        | *Principal or Designee   |           |
| Michelle Bellizzi                            | *UFT Chapter Leader or Designee  |           |
| Donald Malter                                | *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  |           |
| Heather Meisner                              | Member/ Teacher  |           |
| Deirdre Graham                               | Member/ Teacher  |           |
| Andrea Krasne                                | Member/ Teacher  |           |
| Allison Wagner                               | Member/ Guidance Counselor   |           |
| Alison Overholser,<br>Janet Horn, Rich Souto | Member/ Parents  |           |
| Beth Pilchik,<br>Eugenia Tinsley             | Member/ Parents  |           |

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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 |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|  | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015, the school's attendance rate year-to-date will increase by 2%, from 93.9% to 95%, as evidenced by attendance data.

### 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.

Upon review of the Chronically Absent Tool (CAT), we were able to understand our attendance rate more comprehensively and what it means for students to be at-risk, chronically absent and severely absent. The data from the 2013-14 CAT showed the following data:

| Attendance rate         | CAT Category | # of students | % of 370 students in school |
|-------------------------|--------------|---------------|-----------------------------|
| 89-94% attendance       | At-Risk      | 108           | 29.2%                       |
| 80-89% attendance       | Chronic      | 62            | 16.8%                       |
| 79% or lower attendance | Severe       | 9             | 2.4%                        |

Based on the 2013-14 data, the average attendance rate of all students at risk of unsatisfactory attendance is 89%. This percentage is lower than our year-to-date attendance rate which was 93% for 2013-14 school year. This data informs us that we have a significant number of children who pose attendance challenges, and by targeting them we will be able to improve our overall attendance rate.

### 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. Monthly attendance committee meeting
2. Parent Summit – this is a workshop for parents of students who are at-risk, chronically and severely absent
3. Personalized letters with attached Report of Individual Student Attendance (RISA) report distributed to parents of students that have at risk, chronic or severe attendance at parent teacher conferences
4. Daily letters to parents of students that are late and/or absent

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

1. Attendance committee members include: school guidance counselor, parent coordinator, school secretary, principal
2. Attendance committee and the network attendance manager; social worker; Chronically Absent Tool and the RISA will be used to track attendance of all students at risk, chronic and severe. Research based articles about attendance are distributed to parents; a video about impact of attendance on academic success/power point
3. Attendance committee and teachers
4. Parent coordinator attendance committee

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

1. Use the Chronically Absent Tool to monitor attendance of students identified as at risk, chronically and severely absent at monthly attendance committee meetings
2. Use Chronically Absent Tool to monitor attendance of students of the parents that attended the parent summit to see if the parent summit was an activity that

may have improved the attendance of their child.

3. The Chronically Absent Tool will be analyzed for progress in attendance for students that have at risk, chronic and severe attendance.
4. RDAL report is analyzed at attendance committee meetings

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

1. September 2014 to June 2015
2. December 2014 and March 2015
3. Parent teacher conference dates: September 2014, November 2014; March 2015 and May 2015
4. September 2014 to June 2015

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

1. Create outreach plan to include: phone calls to parents, one on one meetings with parents, sending personalized letters from committee that include update of number of days absent and late, using Automate the Schools (ATS) to i-log outreach with parents
2. Send invitation to parents of students that have at risk, chronic, and severe attendance to attend parent summit, Parents that did not attend the meeting were backpacked the Report Individual Student Attendance (RISA )report and an article that details the effects of poor attendance,
3. Communicate to families via flyers and monthly principal’s letter about parent teacher conferences, record of families in receipt of letters with Report Individual Student Attendance (RISA)reports; attendance bulletin board to recognize the classes with best attendance and the students with perfect attendance each month.
4. Report Daily Attendance List (RDAL) and the Chronically Absent tool

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The Parent Coordinator will share with parents the YTD monthly attendance at October, December, February and April meetings. She will also stress the CEP focus on improving attendance; Special presentations by the social worker at a Parent Teacher Association (PTA) meeting to emphasize effects of poor attendance and lateness; PTA will recognize students with perfect attendance in June 2015, with the distribution of medals; Principal will report to the PTA updates on YTD attendance and stress the CEP goal to improve attendance. She will include naming classes with the best attendance for the month – First, Second and Third Place.

**Budget and Resource Alignment**

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

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

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

PTA funds

## 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.

By June, 2015, professional learning opportunities will be improved as evidenced by a 10% increase on “agree” or “strongly agree” teacher responses to “*Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short term and unrelated.*”, on the 2014-15 NYC School Survey.

### 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.

Upon close review of 2013-14 Learning Environment Survey responses, we understand that 43% of teachers responded disagree or strongly disagree in response to the survey statement: *Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short term and unrelated.* Thus suggesting our professional learning experiences were not seen and understood as sustained and focused. As a result of this data, we became aware that our professional learning plan needed to be changed. Additionally, observations of grade team meetings evidenced a need for teachers to learn a protocol for looking at student work, learn meeting norms, understand what data is, learn how to collect data, learn how to use data to select target groups for conducting an inquiry, and build trust amongst group members.

### 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. Weekly Professional Development (PD) Mondays
2. Weekly grade team meetings to practice Consultancy Protocol, Tuning Protocol, following group norms, responding to Looking at Student Work Analysis Worksheet (LASW), Learning From Student Work Form (LFSW); Teacher Inquiry Survey (TIS)
3. Monthly meetings with teacher leaders
4. Monthly meetings with grade team leaders

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

1. Principal, assistant principal, teacher leaders, grade team leaders, network education and research consultant, advance coach
2. Principal, assistant principal, teacher leaders, grade team leaders, network education and research consultant, advance coach
3. Principal, assistant principal, teacher leaders, and network education and research consultant, advance coach
4. Principal, assistant principal, teacher leader and network education and research consultant, advance coach

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

1. Use of Consultancy Protocol and Tuning Protocol; uniformity across all grade teams in use of meeting norms; low inference notes of informal observations for evidence of growth in ratings in Danielson 3b, teacher feedback on informal and formal observations that evidence shift in teacher practice, evidence of lessons with specific interventions to be tried with target group; evidence of lessons for target group that incorporate Common Core speaking and listening standards; Looking at Student Work Analysis Worksheet (LASW), Learning From Student Work Form (LFSW); Teacher Inquiry Survey (TIS); a midpoint check-in (in January 2015) in the form of a survey that will elicit responses from the teachers about whether the PD is sustained and coherent.
2. Analyze effect of Interventions/lessons/resources used with target groups; make adjustments to interventions with target groups as per results of LASW, analysis of pre and post assessments of target groups
3. Review October 2014 to June 2015 timeline for inquiry work; Review current forms for collecting data from teachers; Collect and create materials that will be distributed to teachers for collecting data on the inquiry process; Looking at Student Work Analysis Worksheet (LASW), Review Learning From Student Work Form (LFSW); Review Teacher Inquiry Survey (TIS); Use debrief session on PD Mondays to re-visit inquiry timeline for understanding of where we are and make adjustments if necessary

4. Review teacher team binders for evidence of all materials that support the inquiry work.

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

1. October 2014 to June 2015
2. October 2014 to June 2015
3. January 2015, March 2015, May 2015 and June 2015
4. October 2014 to June 2015

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

1. Weekly collection of LASW, LFSW. TIS, to evaluate the responses given by the teachers about the PD; presentations from personnel listed above related to speaking and listening school-wide instructional focus; every Monday entire staff gathers to set the intended outcome of PD time then breaks out into grade team meetings then we return for a debrief.
2. Revisit timeline of inquiry work at Monday debrief sessions; principal, assistant principal, teacher leaders will stay in communication via phone and email with network education consultant who is coaching the inquiry work and planning PDs for the staff; key personnel is reviewing data collected from teachers; data from teachers and target groups is driving the PD, presentations and adjustments made to the timeline. Examples of PD Danielson 3B, Common Core Learning Standards on speaking and listening, use of protocols, how to set meeting norms, what is data, how to select a target group, use of listening and speaking tools, scheduling inter-visitations
3. Grade leaders will be taught new protocols to turnkey with their grade team; give updates made to the inquiry work timeline to the team; do class presentations to colleagues of planned interventions
4. Grade team leaders are coached by the administration, network education and research consultant, and talent coach on all procedures so that they can turnkey to their team. Articles will be selected for distribution to teachers that support our inquiry work.

**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).

At PTA meetings and during the principal's report parents will receive and update of inquiry work that is happening with the teachers centered on the school's instructional focus on speaking and listening; workshop to parents presented by talent coach on Danielson's 3B; the principal will share updates of inquiry work with teachers with class parent representatives at monthly Coffee Chat meetings; the principal will share updates of inquiry work with Parent Teacher Association presidents during monthly meetings with them.

**Budget and Resource Alignment**

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

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

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.

By June 2015, there will be a 5% increase in the number of students in grades K-5 reading at grade level or above as measured by Fountas & Pinnell (F&P) reading assessments and the school's data tracking system.

#### **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 a review of English Language Arts data from the New York State English Language Arts exam, 28.5% of students scored "proficient" (Level 3 or 4) in grades 3-5. The number of proficient students decreases from 43% in grade three, to 19% grade four, and 15% grade five. After a review of corresponding reading level data, as assessed through Fountas & Pinnell, the school had 52.5% of students reading at grade level as of June 2014. This number drops to 46% for grades three, four and five in June 2014 (as opposed to 62% in grades K-2). 46% of students in grades 3-5 are reading at grade level, where as 62% are reading at grade level in grades K-2. Based on a review of this data, school leadership has agreed to address the need for additional reading intervention, content and vocabulary-rich programming, as well as allocating funds for additional classroom resources.

#### **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. Implementation of the Just Words program for targeted fourth and fifth grade students.
2. Great Leaps intervention for targeted second, third, fourth grade students.
3. Implementation of interdisciplinary literacy programs, Core Knowledge (K-2) and Expeditionary Learning (3-5)

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

1. Assistant principal will handle scheduling and organization of training. Special Education Teacher Support Service (SETSS) teacher and select classroom teachers in grades 4 and 5 will deliver the program on a daily basis.
2. Principal and assistant principal will handle resource allocation. SETSS teacher provides additional support for select students. Great Leaps training has been organized for Winter/Spring 2015 for select teachers and paraprofessionals for reading intervention supplementation.
3. All classroom teachers are responsible for program implementation. Principal and assistant principal are responsible for scheduling staff development, supervision of data inquiry, and evaluative feedback and growth plans for teachers.

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

1. Just Words program participants will increase their Fountas & Pinnell reading level by 3 levels from September 2014 to June 2015; one level by January 2015, an additional level by April 2015, and a third level increase by end-June 2015.
2. 2% increase in school-wide Fountas & Pinnell reading levels (from June 2014 data) by end-December 2014, followed by an additional 1.5% by end-March 2014 and, lastly, an additional 1.5% increase by end-June 2014.
3. Weekly teacher team data inquiry sessions to analyze student work samples, assess progress and planning for appropriate differentiated instructional modifications. Formal program feedback for Core Knowledge and Expeditionary Learning also solicited from teachers periodically during school year (February 2015 and May 2015)

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

1. November 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015

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

1. Multi-day teacher training, pre-implementation screenings of all 2014-15 fourth/fifth grade students, materials unpacking/organization, space allocation, letters home to families detailing intervention, invitation to families to observe program during Open School Week.
2. Allocated funds for Great Leaps/resources. Protected scheduling blocks built into master schedule to ensure consistency of intervention (3 to 5x per week). Time is built into master schedule allowing additional staff to provide student support.

- Ongoing training and professional development in new programs for select staff (for purposes of turn keying to colleagues). Protected scheduling blocks built into master schedule to ensure reading periods with full student participation.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that are aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be invited to attend an ELA curriculum workshop
- Students are provided enrollment materials for the PS 198 Summer Reading program
- Presentations by staff at Parent-Teacher Association (PTA) meetings. Parents are invited into the classroom for Family Fridays (5x per year)

**Budget and Resource Alignment**

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

| <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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

Credit at Scholastic Book Company will be used to purchase books.

## 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.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

|  | 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.

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

|  | 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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>                                    | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>                   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|---|--|--|--|
| <b>ELA</b>  | Just Words<br>Wilson<br>Foundations  | Small group<br>Small group<br>Small group  | During the school day<br>During the school day<br>During the school day                          |
| <b>Mathematics</b>  | Multisensory approach for building computation skills; differentiated tasks; use of technology; use of math manipulatives; | Small group and one on one   | During the school day  |
| <b>Science</b>  | Differentiated task; use of technology; hands on investigation   | Small group; one on one  | During the school day  |
| <b>Social Studies</b>   | Differentiated task; use of technology; hands on investigation   | Small group; one on one  | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Playworks<br>Project ExSEL<br>At-risk counseling Social Worker<br>At-risk counseling Guidance Counselor                    | Small group game time<br>Whole class<br>One on one and/or small group<br>One on one and/or small group | During the school day<br>During the school day<br>During the school day<br>During the school day |

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS198 – Isidor and Ida Straus school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

PS198 – Isidor and Ida Straus school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 <b>02</b>                              | Borough <b>Manhattan</b> | School Number <b>198</b> |
| School Name <b>Ida and Isidor Straus School</b> |                          |                          |

### 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 <b>Nancy Emerick</b>                    | Assistant Principal <b>Anthony Bambrola</b> |
| Coach   | Coach                                       |
| ESL Teacher <b>Minjung Jamie Kim</b>              | Guidance Counselor <b>Allison Wagner</b>    |
| Teacher/Subject Area                              | Parent                                      |
| Teacher/Subject Area                              | Parent Coordinator <b>Danielle Santana</b>  |
| Related Service Provider <b>Karen Bugden</b>      | 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.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>462</b> | Total number of ELLs | <b>31</b> | ELLs as share of total student population (%) | <b>6.71%</b> |
|--|------------|----------------------|-----------|---|--------------|

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

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

| ELL Program Breakdown  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | Tot #     |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Dual Language</b><br>(50%:50%)  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Pull-out   | 2        | 2        | 2        | 3        | 3        | 3        |          |          |          |          |          |          |          | 15        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Total</b>   | <b>2</b> | <b>2</b> | <b>2</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>0</b> | <b>15</b> |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 31 | Newcomers (ELLs receiving service 0-3 years) | 27 | ELL Students with Disabilities | 6 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 4  | Long-Term (completed 6+ years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 27                | 0    | 4   | 4                | 0    | 2   | 0                                  | 0    | 0   | 31    |

| 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 |       |  |
| <b>Total</b>   | 27   | 0   | 4                | 0    | 2   | 0                                  | 0    | 0   | 31    |  |
| Number of ELLs who have an alternate placement paraprofessional: _____ |      |     |                  |      |     |                                    |      |     |       |  |

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*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 |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

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

**This Section for Dual Language Programs Only**

|  |   |                       |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ |                       |
| Ethnic breakdown of EPs (Number):                                      |   |                       |
| African-American: ____   | Asian: ____                             | Hispanic/Latino: ____ |
| Native American: ____  | White (Non-Hispanic/Latino): ____       | Other: ____           |

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      |          | 1        |          | 1        | 4        | 1        |          |          |          |          |          |          |          | 7         |
| Chinese      | 2        | 1        | 1        | 4        | 1        |          |          |          |          |          |          |          |          | 9         |
| Russian      | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 1         |
| Bengali      |          |          | 1        |          |          |          |          |          |          |          |          |          |          | 1         |
| Urdu         |          |          | 1        |          |          |          |          |          |          |          |          |          |          | 1         |
| Arabic       |          |          | 4        | 1        |          |          |          |          |          |          |          |          |          | 5         |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French       | 1        | 2        |          |          |          |          |          |          |          |          |          |          |          | 3         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          | 2        | 2        |          |          |          |          |          |          |          |          |          |          | 4         |
| <b>TOTAL</b> | <b>4</b> | <b>6</b> | <b>9</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>0</b> | <b>31</b> |

## 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)     | 4        | 2        | 1        |          | 1        |          |          |          |          |          |          |          |          | 8         |
| Intermediate(I) |          | 1        | 1        | 4        | 1        |          |          |          |          |          |          |          |          | 7         |
| Advanced (A)    |          | 3        | 7        | 2        | 3        | 1        |          |          |          |          |          |          |          | 16        |
| Total           | <b>4</b> | <b>6</b> | <b>9</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>0</b> | <b>31</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</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/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     | 3       | 3       | 2       |         | 8     |
| 4                     |         | 2       |         |         | 2     |
| 5                     | 2       | 4       |         |         | 6     |
| 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                     | 3       |    | 2       |    | 2       |    | 1       |    | 8     |
| 4                     | 1       |    | 1       |    |         |    |         |    | 2     |
| 5                     | 1       | 1  | 3       |    | 1       |    | 1       |    | 7     |
| 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 |         |    | 1       |    | 1       |    |         |    | 2     |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| 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.  
P.S. 198 uses informal and formal assessments throughout the school year. P.S. 198 has opted out of ECLAS and uses TCRWP (Teachers College Reading and Writing Project) and Fountas and Pinnell assessment programs. The information collected through assessments is to set goals for each student and differentiate instructions. Based on assessments, the students who need additional

support are given through small group Guided Reading group, Learning Leaders, and America Read program. ELLs are also assessed using the Rigby ELL Assessment program for on-going assessments in reading, writing, listening, and speaking. P.S. 198 uses Periodic Assessment for ELLs twice a year (Fall and Spring). Assessments help guide instruction and are shared with parents to show student's progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels (the LAB-R and NYSESLAT) show there are no ELLs who are still performing at a Beginner Level after completing 4 years. ELLs at P.S. 198 have moved up at least one level. This data is consistent with research that states Basis Interpersonal Communication Skills (BICS) can develop within 0-3 years and Cognitive Academic Language Skills (CALP) develop in approximately 4-6 years.
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 [AMAQ tool](#))  
Observing NYSESLAT scores, ELLs in K-2 as well as 3-5 achieved overall higher scores in Listening & Speaking than Reading & Writing. Therefore, ELLs can become advanced or proficient in Listening & Speaking within 3 years of receiving ESL services. Comparatively, the Reading & Writing scores were lower, and take longer to reach an Advanced or Proficient level. Data collected will guide us to focus instruction on improving reading and writing skills
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. The results show that students are able to attain oral language skills much more rapidly than reading and writing skills, which require more time to develop and more specific instruction to help students achieve. It also highlights how the balanced literacy model of instruction school wide has greatly helped ELL students to attain higher levels of English in a short time as in the early grades they are learning literacy and language simultaneously with their native English classmates and showing success with their NYSESLAT scores. The scores indicate an overall need to provide more support and instruction in literacy skills in order to help ELLs advance their reading and writings skills more rapidly. However second language learning, reading and writing skills usually takes longer to develop than listening and speaking, but we still need to shorten the gap as much as possible to help ELLs achieve in literacy.
    - b. The ESL teacher and classroom teachers share the data from the ELL Periodic Assessment to guide and differentiate instruction according to students' needs.
    - c. Students take the ELL Periodic Assessment in English. We do not provide instructions in native language, however bilingual staffs provide ELLs assisting in their native languages when needed. Native language resources and materials are accessible to all ELL students. Some students have shown difficulty on ELL Periodic Assessment in English due to their limited language and how language is used.
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](#)).  
P.S. 198 uses the collected data to provide the instructions for students including ELLs fro more targeted and intensive academic instructions in guided reading and mathematics.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELLs students are provided with English and native language dictionary as well a small group instruction support with classroom paraprofessional, Learning Leaders, and peers.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Results from ELL Periodic Assessments show students progress over time as well as illustrate how ELLs are performing individually and as school compared to ELLs across the city. ELL Periodic Assessments help guide instruction and help the ESL teacher and classroom teachers create individualized learning goals for ELLs. From the progress from NYSESLAT reports and informal assessments such as portfolio, students have shown improvement in their language skills.

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](#).)  
Upon enrollment in the NYC public school for the first time, the parent completes a HLIS (Home Language Identification Survey) with the assistance of a licensed pedagogue who is familiar with the process of completing the HLIS. HLISs are also made available in parents' home languages. At the time of registration, the teacher guides parents through HLIS and conducts informal oral interview with the student's parent/guardian to find out if a student received any formal school education in the United States and/or in their native country and its duration. During the registration process, the teacher also interviews the student if the student is able to communicate in English. If the teacher is unable to speak the student's and the parent's/guardian's native language, a translator is available to assist with the translation. Then the ESL teacher signs off on the HLIS whether the home language is English or another language. If the ESL teacher determines that the home language is other than English, a LAB-R (Language Assessment Battery-Revised) is given to the student within 10 days of admission. Once the student is tested, the ESL teacher hand scores the test to determine (1) if the student is eligible for services, (2) if so, what level the student is (beginning, intermediate or advanced) so they can be placed appropriately in a group that will fulfill the required mandate for services per week.  
If the student is a transfer student, the ESL teacher is given the student's biographical information to determine if the student was receiving ESL services in prior school or if the student was eligible for testing. If the student didn't receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) scores, the ESL teacher uses the scores to determine the needs of the student in Speaking, Listening, Reading, and Writing when scheduling ESL instruction. The ESL teacher also uses students' NYSESLAT scores from the previous year through ATS reports to determine the individual student's needs when creating ESL instruction schedule for the year. All parts of the NYSESLAT (reading, writing, listening and speaking) is administered to all entitled ELLs as indicated by the NYSESLAT eligibility report from ATS. The instruction groups are based on students' grade and NYSESLAT scores in all four modalities. For example, if the student is proficient in Speaking and Listening, but is Advanced in Reading and Writing then the instruction is planned to reach Proficient in Reading and Writing on NYSESLAT. NYSESLAT scores are used to monitor the student's progress to determine the needs and to assist achieving proficiency in NYSESLAT. All students who did not score proficient in NYSESLAT in the previous year and did not meet the cut score for LAB-R, take the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After the student is identified as an ELL, an entitlement letter is prepared for parents (letters are made available in home languages) to inform that their child has been tested, their eligibility for ESL services, and invites them to attend a Parent Orientation Meeting to learn about program options. Interpretation service is provided by staff members, parent volunteers or teachers upon request. The certified ESL teacher conducts the orientation and the Principal and/or the Assistant Principal and/or the Parent Coordinator welcomes parents for the orientation. At the parent orientation, parents watch a DVD provided by NYCDOE explaining programs offered by NYCDOE, which are offered in their native languages. Parents are also provided with Parent Brochures explaining each program (Transitional Bilingual Education, Dual Language, and Freestanding ESL) in their native language. After watching the DVD, parents are given the opportunity to ask questions about the programs. Then parents are asked to complete a Program Selection form and Parent Survey, and select a program they feel is best for their child. If the school does not have the sufficient number of students of the same home language and on the same grade or two contiguous grades, and the parent adamantly wants either a bilingual or a dual language program, then the school sends the information to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) to assist parents. The parents can choose to transfer their child to another school if P.S. 198 does not offer the program.
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 [\[see tool kit\]](#).)  
All students who are entitled to receive ESL services are given entitlement letters to be sent home within the first ten days of school for new students and continued entitlement letters for returning students with a copy of NYSESLAT parent report (if available) within the first week of school. Parents are asked to sign and return a tear-off portion from the entitlement letters ensuring that parents have received, read, and understood the entitlement letters. All copies of distributed entitlement letters and tear-off returns are

kept on file. For new students, Program Selection and Parent Survey forms are sent home with entitlement letter stating that their child is entitled to receive ESL services for the entire school year. Parents are asked to bring in the forms for the orientation. If the forms are not returned, the ESL teacher will contact parents of newcomers for individual meetings or phone conferences and resend the letter and forms. If the parents are unable to get in contact, the ESL teacher will send home a letter that the student will be placed in a Transitional Bilingual Education Program. Since P.S.198 does not offer a Transitional Bilingual Education Program, if the parents do not return program selection form, the student will be placed in the ESL program.

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.

If parents choose a Freestanding ESL program then the student is placed in the ESL program. All ELL parents including continuing entitled students will receive the Continued Entitlement letter indicating that their child will continue to receive services. For new students, parents will receive a placement letter explaining that students will be placed in the push-in or pull-out programs according to their grades, and the LAB-R and NYSESLAT scores. The parents will be informed the mandated minutes of the services (360 minutes for Beginning and Intermediate students, and 180 minutes of ESL and 180 minutes of ELA for Advanced students as per the CR-Part 154 mandate). All letters sent home are in English and in the native language indicated by the parents. Copies and returned tear-offs will be kept on file. If parents choose a Transitional Bilingual Program or Dual Language Program for their child, the ESL teacher will provide information and a list of all schools in same district and/or in the NYC schools that offers these programs. All information is provided to parents in their native language if the parent is unable to correspond in English. The parents can choose to transfer their child to another school if P.S. 198 does not offer the program.

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.

The ESL teacher invites parents for NYSESLAT parent workshop one or two week prior to NYSESLAT testing dates informing parents regarding the test. Although NYSESLAT is untimed test, the teacher uses the estimated testing time to create a testing schedule. The ESL teacher schedules and sends out more detailed NYSESLAT schedule to the parents and teachers. Students get pick up according to their grades and English proficiency level. The speaking subtest is administered individually to a student. The speaking test is administered by the ESL teacher while another assigned ESL teacher in the room listens to and simultaneously scores the student's responses. The listening, reading, and writing subtests are administered in small groups according to their grade level with maximum of 5 students in a group. All of the student responses to the constructed-response questions are scored by a committee of teachers.

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. *①*

Based on the trend of the Program Selection form over the past few years, a Freestanding ESL has been their first choice. Eight parents completed the Program Selection form this school year and seven selected a Freestanding ESL as their first choice. Although only one parent selected a Dual Language program for their child, the parent chose to keep their child at P.S 198 rather than transferring to another school that offers the program. Although some parents showed interests in a Dual Language Program, P.S. 198 unfortunately cannot offer provide the parents choices. Although P.S. 198 doesn't offer the Dual Language program, the ESL teacher provides information and a list of all schools in same district and/or in the NYC schools that offers these programs. Over the past years when asked why they chose the Freestanding ESL program at P.S. 198 over the others, they say they heard positive things about the ESL program at P.S 198 from parents in the community. Consequently, P.S 198 creates programs that are aligned with parent requests and student's needs.

## 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])?
  - a. P.S. 198 has a Freestanding ESL Program. The program reflects the push-in and the pull-out model of instruction. All students in Beginning and Intermediate levels based on the LAB-R and NYSESLAT scores receive 360 minutes per week of ESL instruction and Advanced level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA instruction as mandated. Beginning and Intermediate level ELLs have more time in the pull-out instruction. But in case of when there is a large group of ELLs in one classroom, the ESL teacher follows the push-in model.
  - b. The program models are based on students' grade and language proficiency levels based on the LAB-R and NYSESLAT score. The program reflects the push-in and the pull-out model of instruction. For instance, students in grades Kindergarten and first grade including newcomers in Beginning and Intermediate levels are grouped together.
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)?
    - a. All ELLs receive their mandated minutes of services according to CR-Part 154. ELLs at the Beginning or Intermediate proficiency levels will receive 360 minutes per week. Students receive the pull-out model instruction in a separate room. ELLs at Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week as mandated. All ELLs are provided with their mandated minutes based on their LAB-R and NYSESLAT proficiency levels either in the push-in or pull-out model. Students receive both the push-in and the pull-out model instructions according to their language proficiency levels. P.S. 198 does not provide Native Language Arts however, the ESL teacher provides native language support to the students when it is necessary with bilingual staff and resources such as dictionary, bilingual books.
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.

The ESL program at P.S. 198 is modeled greatly on the Balanced Literacy approach being used in mainstream classrooms combined with ESL strategies. Examples of Balanced Literacy components in place within ESL lessons include Shared Reading, Shared Writing, Interactive Writing, Read-Alouds. ESL methodologies combined within include TPR (Total Physical Response), use of scaffolding, visuals, modeling, manipulatives, and acting out. Practice with alphabet letters and sound correlation (building upon and improving phonemic awareness) in order to build words in writing and strengthen reading skills. Read-Alouds are used to model fluency with emphasis in deciphering meaning from text and introducing new vocabulary or concepts. Shared Reading including big books is utilized to focus on different strategies for reading, word patterns, rhyming, repetition. The ESL program also follows thematic unit in social studies, science and math. ELLs are supported in learning content and academic language with strong scaffolding, modeling, building upon prior knowledge, and using tools to help analyze information such as graphic organizers. ESL instruction is delivered through the content of Social Studies or Science. The Social Studies and Science Scope and Sequence are used when planning lessons/units. There is a focus on developing vocabulary, comprehension skills, fluency, grammar, and language structure within content area. All instruction is given in English with the support of dictionaries, bilingual materials, and bilingual staff when needed.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

P.S. 198 has native language print materials available to students. The ESL classroom has bilingual story books (Spanish, Chinese, Japanese, Arabic, Russian). The bilingual staff are available to assist ELLs and translated services are provided to ensure that ELLs are appropriately evaluated in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 P.S. 198 uses on-going informal and formal assessments throughout the school year. The ESL teacher uses the Rigby's ELL Assessment program and pre- and post- unit study assessment to evaluate ELLs in all four modalities.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

P.S. 198 provides differentiated instruction for ELL subgroups. We offer programs for students (including ELLs that are Newcomer ELLs and ELLs receiving 4-6 years of service) such as Extended Day Guided Reading, ESL After-School Club, Guided Reading Push-in, and Wilson. There is an emphasis on small group work with on-going assessments for ELL subgroups.

- SIFE (Students with Interrupted Formal Education) students are not presently in our population. The ESL teacher would meet with the parents with translation made available in the family's native language to determine and discuss the programs to support their language learning process through such as Title III After-school programs, Extended Day Test Prep, etc.
- ELLs in US schools less than three years are provided with ESL services based on proficiency level. Students are offered Extended Day Guided Reading group and Title III After-school programs to enrich their language skills and to be prepared for ELA and NYSESLAT testing that they are required to take with testing accommodations.
- Students who have been receiving ESL services for 4-6 years are provided with support in language development through Title III After school programs, Extended Day Guided Reading group to assist in reading and as well as in writing. These students will also continue to receive ESL services to enhance their reading and writing strategies.
- The plan for long term ELLs (completed 6 years of ESL services) involves gathering assessment data on the student between the ESL teacher and classroom teacher. The teachers would confer with each other to analyze what the student's current performance in language skills and address the student's need to assist them to progress toward progress in proficiency level. These students will also be provided Title III After-school programs to assist in achieving proficiency in NYSESLAT.
- For continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, the ESL teacher communicates regularly with Classroom teachers to monitor students' progress in academic language and understanding in content areas. Teachers also provide a small group instruction to assist all ELLs if needed. Students who are former ELLs for less than two years will receive testing accommodations as well.

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?

ELLs identifies as having special needs are being served as per their IEPs. All ELL-SWD are provided with small group instruction, one-on-one assessments and differentiated instruction, and grade specific content resources and materials.

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?

ELL-SWD students also receive SETTS (Special Education Teacher Support Services). On-going team meetings involving classroom teacher, ESL teacher, other service providers (SETSS teacher, Speech Pathologist, Occupational Therapist, etc.) and parents are encouraged. All ELL-SWD are provided with small group instruction, one-on-one assessments and differentiated instruction, and grade specific content resources and materials. The ESL teacher, classroom teacher, and service providers confer with each other to provide instructions.

### 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: |                            |                    |                            |

### 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

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| Social Studies: |  |  |  |  |
| Math:           |  |  |  |  |
| Science:        |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |
|                 |  |  |  |  |

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

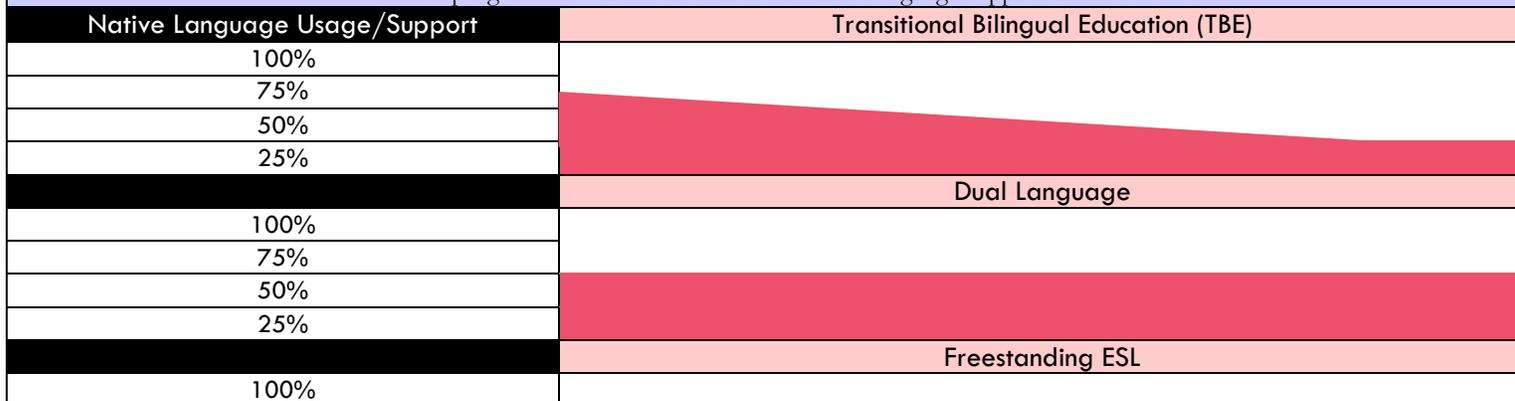
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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.
- Targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies include academic intervention in the form of small group pull-out and push-in, Extended day Guided Reading, and After school ESL club. Although all services are provided in English, native language resources are available if needed. ELLs-SWD are provided with instructional support as per IEP. ELLs are provided support in reading comprehension, writing strategies, grammar, and acquiring vocabulary based on their individual needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher plans the unit of study that is aligned with CCSS and NYCDOE Social Studies and Science Scope and Sequence to support language acquisition as well as grade appropriate content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- Continued Guided Reading push-in service for ELLs provides students to improve their reading strategies. A program being considered for the school year is a "buddy" between and ELL who has reached Advanced and/or Proficiency and a Beginning level ELL of a shared home language.
12. What programs/services for ELLs will be discontinued and why?
- P.S. 198 does not plan to discontinue any programs/services for ELLs for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students including ELLs are afforded equal access to after school and supplemental services in the building. The Title III after school programs are designed to assist students in learning language skills through using four learning modalities, for example, after school program using health and nutrition unit to learn different cultures to build strong school community with hands-on activities. ELLs also participate in school wide activities including Ballroom Dancing, Piano, Rosie's Kids, Yoga, Chess Club, Science Fair, Student Council, Asphalt Green Swimming Program, and In-Addition Math Program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional material and technology to support ELLs include books on tape/CD, leveled books similar to that found in their classroom library, multicultural read-aloud books for Shared Reading, bilingual books and dictionaries, dry erase boards for interactive writing, vocabulary, grammar, comprehension, and language structure games, writing journals. In all classrooms and Technology class, all ELLs have the opportunity to use computers, SMART boards, and engage in computer based literacy programs and activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered when possible in our ESL program and in all class instructions. We provide bilingual books for ELLs and parents of ELLs. A "buddy" is encouraged between newcomers and a partner with a shared home language to assist with translation and vocabulary development. Bilingual staffs provide ELLs in assisting their native languages, when needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources are provided to ELLs according to their appropriate grade and language proficiency level. Grade level content is delivered to ELLs with reading materials at the students' language proficiency 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.
- We assist newly enrolled ELL students prior to (June) and after the start of the school year by offering an orientation to our school, meet with teacher, and receive materials in home languages. We also offer school tours throughout the school year.
18. What language electives are offered to ELLs?
- P.S. 198 does not offer any foreign language electives for this school year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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. P.S. 198 encourages teachers to participate in on-going professional development workshops and seminars. Out of school PDs, as well as in-house PDs are provided on topics such as differentiating instruction for all students including ELLs. Teachers are encouraged to participate in professional development planning and Teacher Team meeting sessions where they can share strategies and plan instruction for students including ELLs. The ESL teacher is encouraged to attend PDs provided by CFN on different content areas such as literacy and technology.

2. The ESL teacher is offered to attend PDs provided by TC (Teachers College), CFN, OELL (Office of English Language Learners), Summer Institute provided by CFN and OELL, City-wide ELL conference, etc. as well as joining Webinars in supporting and instructing ELLs to align instructions with CCSS.

3. The ESL teacher provides information sharing strategies, updates and articles on eChalk website regarding how to best meet the needs of ELLs in the classroom. On-going communication is encouraged through emails and meetings where student progress and goals are discussed. The ESL teacher provides Translation and Interpretation information to school staff. The ESL teacher acts as a liaison between teachers and parents and participates in meetings and conferences. To help with transition from Elementary to Middle School, the Guidance Counselor conducts and orientation for families including ELLs to assist with the Middle school application process and parent meetings with Choice Coordinator. The Guidance Counselor and ESL teacher collaborate to create translated materials and provide interpretation services as needed.

4. The RTI team formally as known as PPT which includes school administration and support staff (Physical Therapist, Occupational Therapist, Speech Pathologist, Guidance Counselor, Psychologist) meets every Thursdays to discuss and implement RTI model for all students including ELLs. PBIS (Positive Behavioral Interventions and Supports) is placed at P.S. 198 to reinforce 3B's – Be Respectful, Be Responsible, Be Safe. P.S. 198 uses PlayWorks program to promote the improvement of health and well-being of all students by increasing opportunities for physical activity and safe, meaningful play. Technology and literary PDs targeted for ELL students are provided by CFN for ESL teacher and other staff including service providers (Occupational Therapist, Physical Therapist, Speech Pathologist, Guidance Counselor, etc.) and Paraprofessionals. The School Secretary keeps the record of teachers' PD hours on file. Teachers meet weekly during common preps and grade Teacher Team meetings to plan, discuss student progress and examine student work. The ESL teacher makes attempts to help the teachers, and if necessary help them during common preps or grade Teacher Team meetings. All teachers are encouraged to participate in after-school study group to share information to strengthen and support student learning.

## 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. In addition to ELL Parent Orientation, we also provide workshops for parents of ELLs. We conduct several meetings each with a specific focus to meet the needs of the parents include reading and writing strategies, NYSESLAT review, and general information on language acquisition and ways to help students at home. In addition, parents contribute in selecting topics for upcoming workshops to ensure that their needs are being met. Parents of ELLs are encouraged to join the School Parent Association to help plan events and collaborate with administrators and teachers. In addition to Curriculum Morning in September and Parent-Teacher Conferences in Fall and Spring, teachers communicate with parents via newsletters, emails, and meetings on a regular basis. Parent involvement is strongly encouraged at P.S. 198 through monthly PTA meeting, volunteering, school activities, and meet with other parents and members of the community. All notices including flyers will be sent home in the parents' native language when available. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.
  2. P.S. 198 offers workshops for parents including parents of ELL from community organizations including Learning Leaders, NYC public library, Health First. The school also provides information for Adult ESL classes and City-Wide Parent Conferences. P.S. 198 also has partnership with Beacon After school program where students are offered homework help and participate in activities. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.
  3. To evaluate the need of the parents, all parents including parents of ELLs are encouraged to attend monthly PTA meetings to address and discuss their needs and concerns. Parents are also encouraged to be an active participant in school-wide events. Parents communicate via emails and PTA newsletters. Parent Surveys are distributed during Parent-Teacher conferences. The Parent Coordinator and PTA board members take an active part in organizing and managing any school-wide events. The Parent Coordinator serves as a liaison between parents and teachers to support their needs. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.
  4. P.S. 198 holds Curriculum Morning in September where all parents are invited to come and meet with the teachers for an hour. Parents are encouraged to participate in school-wide activities and events including Open school week, International Night, Movie Night, Holiday Dance, Auctions, Fundraising events, and Mixer Evening with teachers where parents have opportunity to ask any questions and discuss their concerns with the teachers. Parents' suggestions during monthly PTA meetings are included in creating school-wide activities to address the needs of the parents. All notices including flyers will be sent home in the parents' native language when available. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.

## 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.

Please note:

- Data used as of 11/01/2013
- Overall NYSESLAT Proficiency Results are based on ONLY current 2013-2014 ELLs
- ELA, Math, Science data is based on ELLs from 2012-2013

**Part VI: LAP Assurances**

School Name: Ida and Isidor Straus School

School DBN: 02M198

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

| Name (PRINT)      | Title                | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Nancy Cabrero     | Principal            |           | 11/15/13        |
| Anthony Bambrala  | Assistant Principal  |           | 11/15/13        |
| Danielle Santana  | Parent Coordinator   |           | 11/15/13        |
| Minjung Jamie Kim | ESL Teacher          |           | 11/15/13        |
|                   | Parent               |           | 1/1/01          |
|                   | Teacher/Subject Area |           | 1/1/01          |
|                   | Teacher/Subject Area |           | 1/1/01          |
|                   | Coach                |           | 1/1/01          |
|                   | Coach                |           | 1/1/01          |
| Allison Wagner    | Guidance Counselor   |           | 11/15/13        |
|                   | Network Leader       |           | 1/1/01          |
| Karen Bugden      | Other <u>SETSS</u>   |           | 11/15/13        |
|                   | Other _____          |           | 1/1/01          |
|                   | Other _____          |           | 1/1/01          |
|                   | Other _____          |           | 1/1/01          |

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

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

DBN: 02M198 School Name: Straus School

Cluster: D. Zaharakis Network: Dan Feigelson

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

### **Part A: Needs Assessment Findings**

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

At P.S. 198, we use the HLIS (Home Language Identification Survey). Parent's primary language is noted and the date from the HLIS is recorded into ATS. The HLIS is given in the native language and an interpreter assists if needed. All forms have the English and their native language translations to ensure interpretation of the information.

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.

We have found need for translation and interpretation services in Spanish, Chinese, Urdu, French, Russian and Arabic. All staff members will be made aware of the particular needs of these students and parents/guardians.

## Part B: Strategies and Activities

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

All documents and notices including flyers and newsletters will be sent home in the parent's native language when available. We will also use translation services provided by DOE Translation and Interpretation Unit, outside vendors, school staff or parent volunteers. All notices will need a two-week turn-around time with no costs. Notices will be translated into Spanish, Chinese, Urdu, French, Russian and Arabic.

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

Interpretation services will be provided by staff members, parent volunteers or teachers for Parent Teacher conferences, Curriculum Morning, Parent Meetings, etc. when possible. In addition, teachers will be provided with the Translation Unit telephone number to assist oral communication with parents in their native language.

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>.

P.S. 198 will adhere to the regulation A-663 regarding parent notification by insuring registration forms are available in their native language. Parents are provided with the discipline policy and school safety procedures. The school's parent coordinator and ESL teacher are working together with all staff to ensure that parents/guardians are informed about translation services available to them at school and through the Department of Education Website.



**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: Straus School  | DBN: 02M198 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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: 32  |
| Grades to be served by this program (check all that apply):   |
| <input checked="" 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: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental educational program funded under Title III will be designed to meet the needs of ELLs in grades K-5. There will be two programs under Title III – Arts as a tool for English Language Learners and a targeted after-school instruction for students in testing grades 3-5 to strengthen reading, writing, and math skills.

The focus will be developing and increasing academic language in the content areas with the emphasis on arts enrichment program designed to improve and strengthen our students’ oral and expressive language skills. The program will be developed to utilize language acquisition strategies to help students acquire core skills to hold productive academic conversations across content areas and support long-term success. This program will celebrate and develop pride in their cultures, and build self-esteem. The program will run on Thursdays from 2:30 P.M. to 4:30 P.M. for 7 weeks in April and May. There will be two groups of students of mixed grades (K-2 & 3-5) and proficiency levels. A licensed ESL teacher will be working with students. Two licensed teachers will work collaboratively with the ESL teacher to teach literacy through the content areas. The ESL teacher will oversee the program and model strategies and train the content area teachers in ESL methodologies. The ESL teacher will be responsible for language development while the other teachers will be responsible for content academic language under the ESL teacher’s guidance. The teachers will meet 3 times for planning for one hour each in April and May. Teachers will utilize formal and informal assessment tools that will be used to measure the students’ progress in their development of English across all the modalities. Instruction will be given in English including the use of visual aids on a SMARTBoard, books, and other publications. Instruction will include hands-on art activities using different medium to create individual/group art projects, walking trips, etc.

Targeted after-school instruction for grades 3-5 will be identified using the NYSESLAT and Standardized test data. The program will begin in December to April on Wednesdays from 2:30 P.M. to 3:30 P.M. for 12 sessions. The program will be served by an ESL teacher and two licensed content area teachers. Teachers will be using ELA and Math supplemental materials as well as Expeditionary Learning and Go Math materials. Students will be assessed with a periodic assessment to monitor their progress. The assessment results will be analyzed by the teachers to provide additional practice in the areas of weakness in literacy and/or math.

**Part C: Professional Development**

### 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: There is on-going collaboration throughout the school year between classroom teachers and the ESL teacher to identify specific linguistic and academic difficulties of individual students. The ESL teacher will provide the support to use appropriate ESL methods, strategies and techniques to support students' achievement. Title III funds will be used to implement a five-week study group for five teachers to support ELLs in the classrooms on Thursdays beginning December to February. Teachers will discuss and review teaching strategies in two books – Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford, and Teaching the Core Skills of Listening and Speaking by Erick Palmer. Teachers will use different strategies to identify the needs to support ELLs in classroom instructions in development of oral and expressive academic language. Teachers will discuss how the teaching strategies were implemented in classroom instructions to assist ELLs. The discussed strategies will be shared with other staff to provide effective instructions to meet the needs of all ELLs in classroom. The ESL teacher will turn-key from any CFN workshops/meetings and conferences for classroom teachers. Throughout the year, all teachers serving ELLs will be encouraged to attend any professional development offered by NYCDOE, DELLSS and CFN.

### 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: Parent support and involvement is an essential component of the program. Parents will be invited to participate in the last day of Thursday arts after-school program, which will be an exhibit of students' artwork and sharing of the learning experiences by the students. Title III funds will be used to develop parent workshops to address the needs of ELL parents. Parents will be invited to attend a workshop on the first Tuesday afternoon of every other month beginning in December to June for 40 minutes. The ESL teacher will plan and implement the workshop. Each workshop will be designed to provide parents with materials and resources that they may use to help their children at home. Topics may include: Importance of effective second language acquisition, How to support development of academic language, Preparing your child for the NYSESLAT and NYS Standardized Exams, summer programs for ELL students. All materials will be provided in parents' native languages and an interpreter will be provided if needed. Guest speakers such as Parent Coordinator, Guidance Counselor, and Principal will be invited as needed. Parents are also encouraged to attend all local and city-wide ELL parent events provided by The Office of English Language Learners. We will support parents to attend school-wide workshops, family activities and events with the Parent Coordinator and PTA. School publication methods (i.e. monthly newsletter, principal's newsletter, school website, e-mail) will be used

**Part D: Parental Engagement Activities**

to inform parents of importance upcoming events, including test dates, school-wide events, and PTA meetings.

**Part E: Budget**

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

Allocation Amount: \$11200

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