

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

School Name: THE DOUGLASTON SCHOOL

DBN (*i.e.* 01M001): 26Q098

Principal: SHEILA B. HUGGINS

Principal Email: SHUGGIN@SCHOOLS.NYC.GOV

Superintendent: DANIELLE GIUNTA

Network Leader: MARY JO PISACANO

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
Sheila B. Huggins	*Principal or Designee	
Frances Pinto	*UFT Chapter Leader or Designee	
Leiman Johnson	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Beth Dulberg	Member/ Parent	
Kely DeLuca	Member/ Parent	
Michele Newton	Member/ Parent	
Mary Cohen Christina Rubenacker	Member/ Parent Member / Parent	
Jeannie Georgiou	Member/ Teacher	
Amy Kuchynsky Emma Mei	Member/ Teacher Member/Teacher	

**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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 80% of the students in grades K-5 will maintain proficiency or show improvement of at least one level in the ability to construct viable arguments in math with appropriate mathematical language as measured by exemplar rubrics for reasoning and proof.

Comprehensive Needs Assessment

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

In order to support our students' need to be ready for higher level mathematical tasks, as prescribed by the Common Core Learning Standards, the PS 98 Inquiry Team continues to review student performance data and noted a continuing downward trend. Our findings were confirmed in the most recent NYCDOE Progress Report. Our analysis further revealed a consistent inability for our students to determine the necessary computational steps when answering a problem. We also noted a weakness in our students' ability to demonstrate how the answer, to a complex problem, was derived. Our data was drawn from GoMath! Open –ended assessments that require the students to explain their thought process.

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. Strategy: All classroom teachers and support staff will participate in Tuesday vertical team meetings.
2. Principal will conduct observations focusing; at least 4xs, on the components 1a, 1e, 2a, 2d, 3b, 3c, 3d and 4e of the Danielson rubric to assure appropriate planning, preparation and mathematics instruction.
3. Teachers will reflect on their mathematic instructional practice within the Danielson rubric and prepare at least 5 highly effective lessons in accordance with the Danielson rubric.
4. Teacher Teams will meet on scheduled Tuesdays to develop protocols for looking at student work samples, analyzing GoMath student assessments and monitoring student progress.
5. Classroom teachers will have ongoing reflection opportunities and will make modifications on mathematic lessons to reach the high level of performance that the CCLS demands.
6. Students will be engaged in at least two mathematics tasks that will be embedded in the CCLs curricula and include multiple entry points for all learners including students with disabilities and ELLs.

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

1. Vertical Team meeting agendas may include presentations by Network support staff, Math LEAD teachers, data specialist, technology teacher and Assistant Principal.
2. Principal and Assistant Principal will collaborate with the assigned Talent Coach to assure continuity and proficiency in using the ADVANCE teacher evaluation system and the components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e.
3. Select teacher leaders and the assistant principal will be the key personnel to continue the utilization of the CCLS; resources in ADVANCE and www.engageny.org
4. The Data Specialist and Assistant Principal will be the key personnel to assure the availability and continued use of data for analytical purposes in Teacher Team meetings.
5. The classroom teachers, along with the Administration will be the key personnel to assure the implementation of this initiative. Resources will include the GoMath and curricular materials such as, Danielson Framework and EngageNy website.
6. All classroom teachers and support instructional staff will use uniformed tasks from the NYCDOE website to support the diverse abilities of students within a class.

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

1. Vertical Teams will self-reflect and use post observations to assess and improve their teaching practices in mathematics. Teachers will share their highly effective lessons with colleagues via scheduled meetings and the ARIS private community.
2. The administration will collaborate with the data specialist to provide comparative data results of our internal assessments and the NYC and NYS assessments to assure that there is no more than a 10% deviation in the scoring alignment.
3. 50% of teacher mathematical instruction and practice will increase in the HEDI rating by one level from the first lesson observed.
4. Vertical Teams will focus will impact on 80% of the bottom third student's performance with an increase of one level and while 80% of our top third will maintain their performance by at least a year's progress.
5. Classroom teachers and administration will focus and collaborate on practices and strategies that will support and meet the needs of SWD's and ELLs
6. Classroom teachers will identify and target 80% of the students in grades K-5 to demonstrate an increase of the successful use of viable arguments in math.

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

1. All teachers will be informally observed, as per their option, at a minimum of 4xs and will engage in mid-year and end-of-year reflections.
2. Administration will conduct observations from September 2014 through May 2015 with a minimum of 4xs throughout the time period.
3. Teams will meet scheduled Tuesday afternoon, as per the contract/SBO.
4. Common preps (minimum 3 per week) to allow teachers opportunity to collaborate with one another on the grade or with a non-grade teacher.
5. Fall 2014 and Spring 2015. Daily class sessions with the minimum of 60 minutes per day.
6. Fall 2014, February 2015 and May 2015 will perform assessment tasks as prescribed to monitor progress of students

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

1. Teachers will plan for daily class sessions with the minimum of 60 minutes per day.
2. A minimum of 3 common preps to provide teachers common planning time.
3. Per session rate for data specialist to input data and prepare data analysis spreadsheets.
4. No cost associated with this activity
5. Per diem rate for coverage of 20 days to score assessments
6. Use of Tuesday afternoons as per UFT contract to discuss and learn more about the work expected of the students.

Strategies to Increase Parental Involvement

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

- Parent Coordinator to plan and schedule Common Core Learning Standards Parent Workshop to review and inform parents of the NYCDOE's expectations for the coming year and years to come, as it pertains to mathematics, beginning in the Fall 2014 through Spring 2015.
- Parent Coordinator to plan and schedule evening Family Game Night thus encouraging families to appreciate the impact of mathematics in their everyday lives.
- Parents in need of translations or translators are accommodated whenever possible.
- Parent Coordinator to provide parent support by offering ARIS for Parents workshops which encourages parents to access their child's performance information on line.
- Encourage families to utilize our purchased educational website BrainPop.com / BrainPopjr.com and www.hmhco.com/GoMathAcademy sponsored by Houghton Mifflin.
- Attendance at Open School Week and Parent Teacher Conferences to be encouraged via letters, telephone calls and email so that parents have an opportunity to observe firsthand the rigorous demand of our mathematics curriculum and to discuss their child's performance in mathematics.
- Monthly Class News Updates distributed (via e-mail and hard copy) to parents to update them of the ongoing work in mathematics.
- Parent Coordinator makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and attendance.
- Parent members of the SLT are encouraged to participate in discussion that relates to our mathematics goals. Presentations by the AP and view of videos will further inform the parents of the work that takes place in the classrooms.

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

- PTA funds provided for
- Maritime Explorium
 - NYCHESSKIDS

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.

In June 2015, 80% of students in grades K-5 will improve their comprehension skills by increasing at least two reading levels as measured by the TCRWP Running Records Assessment

Comprehensive Needs Assessment

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

The needs assessments utilized to inform the school of students' performance included the NYSELA assessment for 2014; the ReadyGen baseline assessments and the June 2014 TCRWP running records results. These instruments revealed that the gains we had aimed for in 2013-14 were not met. We used multiple sources to give us a more accurate snapshot of student performance over time. By using the TCRWP benchmarks, and the ReadyGen baseline assessments we were able to better track the progress of our students' fluency; reading comprehension along with their use of reading strategies.

Instructional Strategies/Activities

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

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

1. All classroom teachers and support staff will participate in weekly Professional Learning meetings that will be conducted by selected teacher leaders, Network achievement coaches to further the overall understanding of concepts and effective strategies to be used in the teaching of reading.
2. The administration will conduct observations focusing: at a minimum of 4xs, on the components 1a, 1e, 2a, 2d, 3b, c,d and 4e of the Danielson rubric to assure appropriate planning, preparation and ELA instruction.
3. Teachers will participate in professional learning opportunities to assure consistency in the administration and norming of the TCRWP benchmark assessments.
4. Teachers will administer and score the running records then analyze the data to determine students' reading level, fluency and use of ELA strategies.
5. Teachers will reflect on their literacy instructional practice within the Danielson rubric and prepare at least 4 highly effective lessons in accordance with the Danielson rubric when implementing the Ready Gen reading program.
6. Teacher Teams and the Inquiry team will collect data and support the development of protocols to be used in the analysis of student literary work.

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

1. The administration will encourage selected teacher leaders to facilitate discussions and demonstrate effective strategies during the PL sessions. collaborate with the assigned Talent Coach to continue the proficiency and accuracy in the use of the ADVANCE teacher evaluation system.
2. Principal and Assistant Principal will collaborate with the assigned Talent Coach to assure continuity and proficiency in using the ADVANCE teacher evaluation system and the components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e..
3. Teachers will schedule monthly Vertical Team Conferences to deepen understanding of the importance of each component of the running record.
4. The Data Specialist will collaborate with teachers to assure the accuracy of the data analysis and provide last year's data comparison
5. All teachers and the administration will be the key personnel to implement and utilize the ReadyGen program, among others, as a resource.
6. The Data Specialist will collaborate with Teacher Teams to assure continued use of data for the purpose of analysis for the bottom and top third performing students.

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

1. Teachers will self-reflect and use post observations to assess and improve their teaching practices in literacy. Teachers will share their highly effective lessons with colleagues via scheduled meetings.
2. Self-reflections will be used for post observations to measure the teacher's self-assessment and the observed practice.
3. Teachers will share their perceptions about student performance and share highly effective lessons that encourage the continued progress of the students.
4. Data Specialist will provide comparative data results of the running records to ensure that there is no more than a 10% deviation in the scoring outcomes of the NYC and NYS assessments.
5. 50% of literacy lessons will increase in the HEDI rating by one level from the first observed lesson.
6. 80% of the bottom third student's performance will increase by at least one level and the upper third will maintain a year's progress

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

1. All teachers will informally be observed, as per their option, at a minimum of 4xs and will engage in mid-year and end-of-year reflections.
2. September 2014 through June 2015 teachers will revisit and share findings with colleagues and discuss the implications at least 3xs.
3. September 2014 and May 2014 teachers will analyze data from TCRWP assessments.
4. Teachers will share their highly effective lessons with colleagues via presentations at either Monday or Tuesday professional learning meetings.
5. September 2014 and May 2015.

6. November 2014; January 2015; April 2015

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

1. Daily ELA instruction to be scheduled with a minimum of 90 minutes per day.
2. A minimum of 3 common preps to provide teachers common planning time.
3. Per session rate for data specialist to input data and prepare data analysis spreadsheets for VerticalTeam and Inquiry team analysis; 40 per diem days for the administration of the running records.
4. No cost associated with this activity
5. Per session for Inquiry team analysis work. The team of 5 faculty members will meet once a week (November –June) for data gathering and data analysis.

Strategies to Increase Parental Involvement

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

- Parent Coordinator to plan and schedule Common Core Learning Standards Parent Workshop to review and inform parents of the NYCDOE's expectations for the coming year and years to come, as it pertains to ELA, beginning in the Fall 2014 through Spring 2015.
- Parents in need of translations or translators are accommodated whenever possible.
- Encourage families to utilize our purchased educational website BrainPop.com / BrainPopjr.com and other suggested websites such as: PBSkids.com, ABCYa.com, etc. to reinforce concepts in literacy.
- Attendance at Open School Week and Parent Teacher Conferences to be encouraged via letters, telephone calls and email so that parents have an opportunity to observe firsthand the rigorous demand of our literacy curriculum and to discuss their child's performance in literacy.
- Monthly Class Newsletter distributed (via e-mail and hard copy) to parents to update them of the most current curriculum focus in literacy.
- Parents will receive results of the TCRWP assessments along with suggested book titles to encourage students' independent reading.
- Parent Coordinator makes regular and frequent outreach with emails and phone messages to parents regarding events, programs and attendance.
- Parent members of the SLT are encouraged to participate in discussions about the purpose and approaches being used to meet our literacy goals during our monthly meetings.

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

Funds provided through Senator Avella's Project Boost allocation

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, 80% of the students in grades K-5 will show a gain of at least one level on their ability to write a grade appropriate opinion piece from multiple sources supporting a point of view with reasons and information as measured on the Exemplars Rubrics for informational writing.

Comprehensive Needs Assessment

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

In order to support our students' need to be ready for higher level literacy tasks, as prescribed by the Common Core Learning Standards and the City wide Instructional Expectations for 2014-15, the PS 98 Teacher Teams reviewed student writing samples and noted school wide inconsistencies with regards to writing structure and insufficient writing samples for the informational genre.

Instructional Strategies/Activities

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

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

1. : All classroom teachers and support staff will participate in Monday and Tuesday afternoon professional learning meetings.
2. The administration will conduct observations that include a particular emphasis on Danielson's rubric 1b, 1c and 1e.
3. All teachers to complete three self-reflections regarding their literary instructional practice within the specified domains of the Danielson Framework.
4. Teachers and administration will collaboratively plan and outline writing curriculum map for the academic year.
5. All teachers will write the minimum of five highly effective lesson plans in accordance with the Danielson rubric.
6. All Teacher Teams will evaluate student work samples using a prescribed protocol for looking at student work developed during the 2014-15 academic year

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

1. The administration and classroom teachers will use the 2013 Danielson Rubric as a main focus of professional development
2. The administration, Network achievement coach and teacher leaders will turnkey and promote teacher effectiveness models to support the rubrics in Danielson.
3. All teachers will utilize The CFN 205 Progression of Common Core Writing Standards when reflecting on their practice in literary instruction.
4. Administration and teacher leaders will turnkey best practices to support and assure the meeting of expectations with the curriculum maps.
5. All teachers to meet for Grade or Vertical Teacher Team conferences to collaborate on the development of effective / highly effective writing lessons.
6. All Teacher Teams and Vertical teams will self-reflect on the effectiveness of implemented practices to assure our reaching set goal.

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

1. All teachers and administration will collaborate to ensure that lessons are aligned with the Danielson rubrics 1b, 1c, and 1e.
2. Teachers will self-reflect to measure the alignment with self-assessment and observed practices.
3. Teachers will throughout the year evaluate the effectiveness and efficiency of their writing curriculum map.
4. Teacher will share outcomes of collaborated lessons to determine its effectiveness with an expectation of increasing their HEDI rating by one level from the initial lesson.
5. Teams will target 80% of the bottom third students to successfully demonstrate a performance increase by at least one level.
6. Teacher Teams will reflect on sets of top, middle and bottom writing samples to determine the effectiveness of current practice and identify areas of need for next steps.

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

1. All teachers will be informally observed, as per their option, at a minimum of 4xs and will engage in mid-year and end-of-year reflections.
2. Fall 2014 through spring 2015 with a maximum of 3 times.
3. Teachers and Principal will convene quarterly (September, December, March and May) to determine effectiveness of the curriculum map.
4. Fall 214 through spring 2015.
5. Fall 2014 through Spring 2015
6. As per the UFT contract teachers will collaborate on Mondays and/or Tuesdays throughout the academic year evaluate student work samples.

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

1. Scheduled meetings on Mondays and Tuesdays as per the UFT contract
2. Administration to establish a calendar of observations to assure goal is met
3. Daily literacy instruction with the minimum of 90 minutes.
4. Scheduled weekly Professional Learning Meetings on Monday and Tuesday afternoons.

- 5. Monthly Vertical Team / Grade Conferences
- 6. Teacher Team weekly Thursday afternoon meetings

Strategies to Increase Parental Involvement

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

- Informational Presentations at monthly PTA meetings
- Parents invited to class publishing parties
- Parent Workshops organized by the Parent Coordinator to further facilitate parent understanding of the work expected of students
- SLT parent members participate in discussions about the purpose and approaches being used to meet our literacy goals during our monthly meetings.

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

Funding provided by Senator Avella's Project Boost allocation

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	TPR method, Interactive writing, Chants, Realia and Great Leaps Reading Program	Small group instruction	During the school day
Mathematics	Manipulatives, visual representation, diagrams and models as provided by GoMath	Small group instruction	During the school day
Science	Inquiry / constructivist method	Small group instruction	During the school day
Social Studies	Interactive writing and realia	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor services, social worker services and school psychologist services	One-to-one or small group	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.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 26	Borough Queens	School Number 098
School Name The Douglaston School of Literature		

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 Sheila B. Huggins	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Claudia Sparando	Guidance Counselor Hennie Wolf
Teacher/Subject Area Frances Pinto/ SETTS	Parent Patricia Levy
Teacher/Subject Area Frances Pinto/ AIS	Parent Coordinator Deborah Govier
Related Service Provider Kelly Gallagher/ Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	221	Total number of ELLs	4	ELLs as share of total student population (%)	1.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out		4												4
Push-In		4												4
Total	0	8	0	0	0	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	4	0	0	0	0	0	0	0	0	4

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	0	0	0	0	0	0	0	4	
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
TOTAL	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
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
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. 98 no longer uses ECLAS-2 to assess early literacy skills. Skills are now evaluated using TCRWP as well as informal assessments and teacher observation. This year our four first grade ELLs all placed on the A- Level for reading skills. As would be expected, our newly admitted beginner, who speaks no English, was unable to perform on any subtest. She has no letter recognition skills, but her

phonemic awareness is surprisingly good. When shown a letter, she is able to identify the sound. This strength will be tapped for ongoing instruction. Our two newly admitted Advanced Level students both scored at the A-Level, too. One has a solid ability to recognize letters, but no phonemic awareness, while the other has good letter recognition and solid phonemic awareness. Both students will receive targeted instruction to remediate weaknesses and maximize strengths. Our continuing Intermediate Level student also placed on the A-Level. She has erratic recall of both letters and sounds, and it is interesting to note that when she speaks, she is extremely difficult to understand. Possibly, her lack of solid phonemic awareness, her erratic recall of phonemes, and her articulation are reflective of one another. (Presently, a speech evaluation is scheduled.) At this point, her lack of very basic sight words is also of some concern. The data provided by all these assessments is useful for planning and differentiating instruction. All four ELLs will benefit from our comprehensive developmental ELA program supported by ESL strategies and approaches. In addition, the focus for these ELLs will be overall language and content area development in addition to grade level reading and writing skills.

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

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

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

3. Instructional decisions are affected by patterns across NYSESLAT modalities. After analyzing student performance, differentiated targeted instruction can be designed in order to remediate the weakest modality and capitalize on performance strengths. Also, long term patterns may indicate what modalities need a different approach. However, since writing is considered to be the most difficult modality to develop even for native English speakers as well as second language learners, it is not surprising the NYSESLAT supports this conclusion. Of course, the length of time it takes to reach writing proficiency needs to be taken into consideration. P.S. 98 also reviews Annual Measurable Achievement Objectives. Scaled scores are examined to determine students' progress. As would be expected, students who are on level for reading and math may show minimal progress when scaled scores are analyzed, but more progress is seen when just the grade level score is examined. We have not had any ELLs in upper grades in recent years, so no data for ELLs is in the AMAO.:

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?

4. a. As would be expected, beginning level ELLs in K and first grade have more difficulty with ELA skills than math. Lack of receptive language and vocabulary hinder classroom functioning. However, in these grades curriculum focuses on developmental skills and ELLs are automatically exposed to these skills. A comprehensive language development program supports this learning. Intermediate and advanced ELLs are better able to be congruent with their classmates. The same holds true for second grade ELLs. ELLs in third through fifth grade on beginning and intermediate levels have the most difficulty being congruent with their classmates. Content areas pose the most problem since these subjects have sophisticated vocabulary and complicated concepts which students may not have even in their native language. Also, if their language functioning is several years behind their grade level, it takes much longer to catch up. This can be seen on social studies and science tests where our upper grade ELLs usually have the poorest performance. Comprehension of the material can be limited by vocabulary, and the concepts require a foundation the student may not have. Scaffolding and modifying assignments and assessments have helped. Students usually perform better on math tests requiring computation. Tests requiring problem solving are more difficult due to the need for vocabulary and math language. Again, scaffolding and modifications have helped. In the past, native language versions of standardized test have not been useful to fourth and fifth graders except if students are newcomers.

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

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

5. 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](#).)
5. Our Measures of Student Learning (MOSL) team is responsible for choosing the assessments needed to measure student performance. This year the MOSL team assessments include, for the local component, TCRWP, and for the State component, the results of the State ELA and Math tests. This data is analyzed by the Teacher Inquiry Teams and students are categorized as below level, on level, above level. Accurate records are maintained in order to guide and plan instruction and monitor progress. The data for ELLs is subject to the same scrutiny as the general population. Educational plans designed for ELLs provide rigorous instruction in language as well as content area skills. Making input comprehensible is always a priority, and exposure to rich language an integral part of the instruction. When tiered levels of instruction and additional intense intervention does not result in adequate progress, referral to the SBST remains an option. However, in order to avoid inappropriate referrals of ELLs, every effort will be made to rule out second language interference as the cause of a lack of progress.
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. The ESL teacher and classroom teachers meet regularly to discuss the ELLs in their classes. As mentioned throughout this report, assessment of ELLs provides the data which enables all stakeholders to design and implement targeted instruction that develops language as well as content area. This instruction is always mindful of ESL strategies and approaches. Monitoring of instructional success is ongoing, and the dialogue between teachers leads to fine-tuned lessons that deliver maximum effectiveness. Teachers' plans always reflect this differentiated instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our ESL program is carefully monitored. Articulation with classroom teachers and support staff is ongoing. The data from informal observations and evaluations, more formal assessments, and standardized tests such as TCRWP and Periodic Assessments is carefully examined. If it appears an ELL student is not making progress, articulation and congruence meetings are held to restructure the curriculum. This data-driven, targeted instruction delivered in reconfigured ways usually alters student performance. Analysis of the NYSESLAT patterns across modalities is crucial to planning targeted instruction for the coming year. The Periodic Assessments are also used for this purpose. When a student's performance on a variety of assessments including the NYSESLAT reveals little or no progress, and fine-tuning instruction does not help, then special consideration is given to further support from AIS and/or SETSS. Referral to S.B.S.T. and related services is always an option.

Part IV: ELL Identification Process

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

- 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](#).)
 - All parents of new admits to PS 98 are interviewed by either the Principal or another teaching staff member. They are assisted in filling out the Home Language Identification Survey in order to ascertain as much information as possible as well as determine if there is a need for testing and/or translation/interpretation services. Students are also interviewed informally at this time. Parents of those students requiring ESL testing are interviewed by our certified ESL teacher. All information pertaining to other language requirements is carefully maintained in ATS and on Emergency cards. The classroom teacher and all staff who interact with our ELLs are informed by the school secretary and the ESL teacher of the need for translation/interpretation when communicating with parents. Parent volunteers and English speaking relatives and friends act as translators for parents requiring assistance. However, if it is determined no other source is available, arrangements are made by our Parent Coordinator for translators from the DOE's Translation and Interpretation Unit for the subsequent interviews, Parent/Teacher Conferences, SBST meetings, meeting with staff, etc. After the HLIS is carefully examined, the LAB-R is administered to those students whose home language is other than English,

thus establishing eligibility. (The LAB-R will be discontinued and the NYS Identification Test for ELLs will be used beginning in February, 2014.) If the student is Spanish speaking, the LAB-R is administered by our SETSS teacher who is a certified bilingual teacher as well as a Special Education teacher with bilingual extensions. A formal assessment focusing on ELA and Math skills is also administered in order to appropriately plan for each student. The NYSESLAT results, available in September, determine continued eligibility. Each year, the RLAT is examined to determine the mandated number of instructional minutes. The NYSESLAT also provides data for planning for continuing ELLs.

2. 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.
 2. Parents of newly-admitted ELLs are asked to come to school as soon as possible for an orientation meeting. Because PS 98's ESL population is small, one-on-one interviews are usually conducted. At this meeting, parents are presented with the three program choices, which are explained prior to viewing the DVD if their English is adequate or through a translator if available. No mention is made that PS 98 only has an ESL program. The DVD is then shown in the native language and the parents are encouraged to ask questions afterwards. Parents are given the Parent Survey and Program Selection forms and the translated Parent Guide in the appropriate language.
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 [\[see tool kit\]](#).)
 3. Parents of ELLs are informed of their child's entitlement by letter in the native language, if available. As mentioned in No. 2 above, PS 98's ESL population is small and, therefore, it is possible to contact parents on an individual basis. During the orientation meeting, the appropriate forms are filled out. There has not been any difficulty with parents attending meetings or returning forms.
4. 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.
 4. During the orientation meeting, after the program options have been discussed and it is clear that parents understand the choices, they choose a program. If a student is a Non-English speaker, a bilingual/dual language placement is discussed with the parents, but availability and location usually are deterrents. Translators are used for parents with limited English.
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.
 5. The New York English as a Second Language Achievement Test is given to all ELLs. Since the window for administration provides ample time and we have a small population, we usually have enough time to test absentees if required. The only time some subtests were not administered was because students moved out of the area.
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. 
 6. Parents have consistently opted for the ESL program in PS 98. For almost ten years, no parent has requested any other program. In 2002-2004 our six students' parents chose ESL. In 2004-2005, two students' parents chose ESL. In mid-year, a newly admitted students' parents chose ESL. In 2006, the parents of four newly-admitted students' chose ESL, and the parents of two transfer students also opted for ESL. In 2007, one new ESL student's parents chose ESL and in 2008 another student's parents also chose ESL. In January 2008, a new arrival's parents opted for ESL. In 2009, four newly admitted students' parents opted for ESL. A transfer student from another ESL program opted to continue in ESL. In 2010, four new ELLs students' parents chose ESL. In 2011 and 2012, the parent choice remained ESL. This year, the parents of our three newly enrolled ELLs opted for ESL. As you can see, our program model is aligned with parent requests.

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])?
 1. a. Organizational model: PS 98's ESL program is an English immersion, pull-out/push-in program.
 - b. Program model: ELL students are usually in an ungraded heterogeneous group for the pull-out portion and then in a graded group for reading/ESL, also heterogeneous. In addition, there is a push-in component when it is determined a student needs more comprehensible input in the classroom.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. a. The CR Part 154 mandated number of instructional minutes is provided by the aforementioned organizational and program models. All instruction is delivered by PS 98's ESL teacher. Our ESL students at the beginning and intermediate levels receive the mandated 360 minutes per week, while students at the advanced level receive the mandated 180 minutes per week. These advanced level ELLs also receive the mandated 180 minutes of ELA per week provided by their classroom teacher. These 180 minutes are spread over the period of one week.
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.

PS 98 is committed to academic rigor through a challenging curriculum for ELLs as well as general population students. The Common Core Learning Standards are reflected throughout the curriculum when aligned with student capability. ELLs will acquire language through a variety of methods and strategies. For content area instruction, language objectives as well as content objectives are a priority. The teacher scaffolds the academic language and vocabulary needed to understand and process the content and the material used, which includes readers, workbooks, texts, newspaper articles, magazines, charts, etc. Unfamiliar concepts and problematic language conventions are always deconstructed to insure input is comprehensible. Native language material is often used for additional support. As students become more proficient, attention is given to higher thinking skills such as summarizing, organizing, analyzing, and thinking inferentially. Literary and content area language continues to receive special attention. Tasks requiring multiple steps are introduced. The modifications of lessons that require these skills enable ELLs to maintain more congruence with classmates as well as experience more rigorous academic instruction and enriched language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Hispanic children are administered the Spanish LAB-R by our SETTS teacher after their performance on the English LAB –R determines eligibility. Also, ELLs are provided NL versions of some standardized assessments when student is newly arrived. When possible, informal assessments are given in the native language by pedagogical staff when student's language functioning seems questionable. Also, interviews with parents of new arrivals to the United States provide information on child's school performance in their homeland. They are also an informal indicator of the language performance of parents. These interviews sometimes require DOE translation services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs progress is closely monitored and all four modalities are considered. This monitoring is ongoing throughout the school year. In addition to formal assessments such as the NYSESLAT, LAB-R, the Periodic Assessment for ELLs, NYS ELA and Math tests, the ELA Benchmark Assessments and the Mathematics Student Performance Assessment, both given in the fall and spring, informal assessments are also used. These include on-going running records (part of MOSL), teacher-made inventories and checklists, subject area tests, information gathered at teacher/student conferences and, of course, analysis of student performance on Common Core curriculum materials. The data from all these sources reveals patterns across modalities and is discussed at articulation and congruence meetings attended by classroom and ESL teachers, support staff, etc. The data may also be presented at PPT meetings and Teacher Inquiry Team meetings within the RTI framework. Classroom and ESL teachers work closely to not only analyze data, but to design lessons and support material to target deficiencies and develop language.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

e. Former ELLs will receive reading support from AIS for one to two years after reaching proficiency.

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?

At this time, P.S. 98 does not have any ELL-SWDs. In the past, these students were evaluated by a bilingual evaluator to establish

language dominance. The student then received services provided by the SETSS teacher in addition to the ESL teacher. Ongoing articulation helped design targeted instruction which developed language as well as content area. Congruence with classroom students was given attention through modified lesson which provided access to language rich material. The focus was always on the goals of the IEP. These same strategies and materials will be used should ELL-SWDs become part of our population. Also, when appropriate the differentiation described above in Number 6 a through e will be used.:

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?

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

Courses Taught in Languages Other than English

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

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

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

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

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

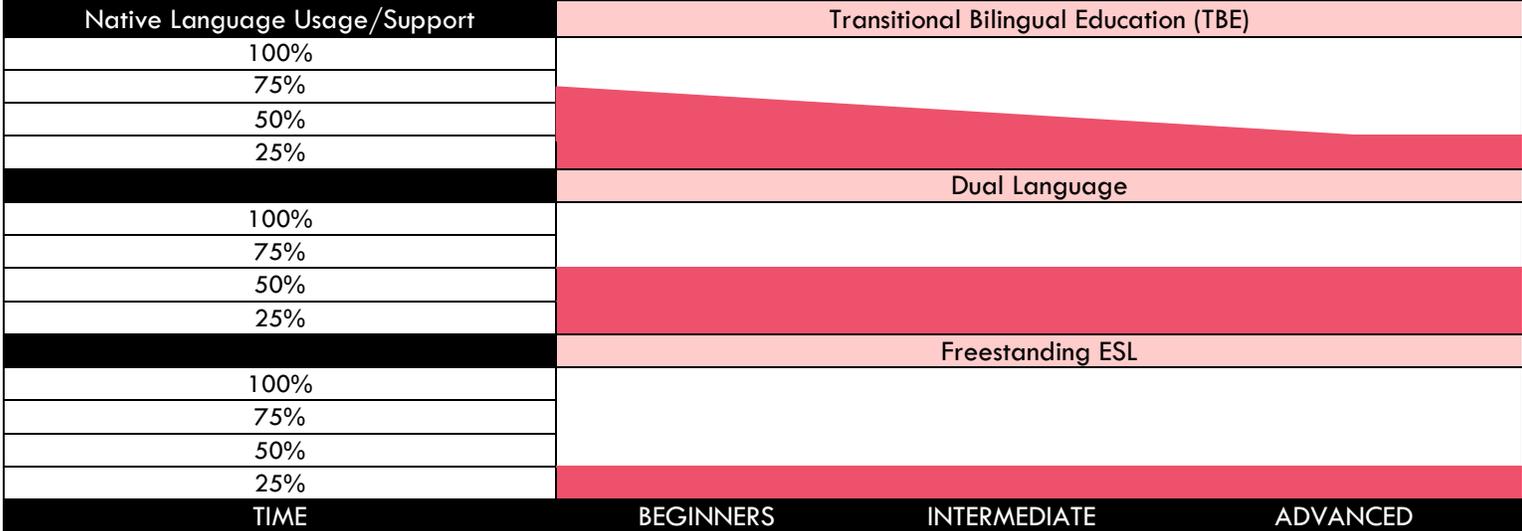
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.

P.S. 98's classroom and ESL teachers along with support staff meet frequently for articulation and congruence both informally and at various forums such as Teacher Inquiry Teams (within the RTI framework), PPT meetings, etc. When possible, these meetings are attended by, in addition to classroom and ESL teachers, the SETSS and AIS teacher, and the SBST staff. At these meetings, data analysis is used to establish targeted skills and objectives. Appropriate plans which reflect language objectives as well as content objectives in ELA, Math, Social Studies, and Science are discussed, along with modifications, strategies, approaches, methods, materials, etc. Teachers implement the instructional programs and give feedback at subsequent meetings. These meetings also provide a forum for discussions relating to ELLs social adjustment, special needs, etc. Since P.S. 98 has a small ELL population, it is easier to determine and focus on students' strengths and weaknesses and assign them to fluid classroom subgroups to address their needs. Generally, most ELLs, regardless of language level, are part of their classroom writing subgroup. Although no upper-grade ELLs are currently enrolled and not all language levels are in attendance, the following is a general overview of past and present subgroups. Our beginning and intermediate ELLs in kindergarten and first grade need overall language acquisition, and their grades provide general development of language and concepts. They are always part of concept development remedial subgroups with language support as well as reading and writing skill groups. First graders also receive additional support from the AIS teacher. Second grade beginning and intermediate ELLs usually require support in content area language, writing conventions, concepts, etc. They usually become part of subgroups which target reading and writing skills. This is true of third through fifth grades where the amount of language and content area knowledge increases dramatically. Lessons in these grades are consistently differentiated and modified. ELLs are generally more proficient in math, but are usually part of subgroups receiving instruction for problem solving skills. P.S. 98 has several Intervention services available for ELA, Math, and other content areas. In addition to SETSS, there is the Wilson Program, AIS, and the Language Arts Intervention program. Informally, when available, peer tutoring with speakers of the same NL as well as pedagogical staff. All formal services are offered in English. :

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current ESL program appears to be meeting the needs of our currently eligible ELLs. This year our program consists of beginners and intermediates in first grade. The beginners are demonstrating more understanding of receptive language when given simple commands and are more able to perform on modified lessons and homework. They are acquiring academic language as can be seen in discussions of stories and content area subjects. Their drawings reflect greater understanding of content area, and their writing, although comprised of words or simple sentences, has improved in a short time. Socially, they are speaking more often to classmates and teachers. Parents have also reported that students have adjusted to their new school and class and are speaking more English at home, too. In the past, our ELLs have done well on the NYSESLAT, and most have become proficient within three years. :

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

This year the Common Core Learning Standards are being implemented and every effort will be made to keep ELLs congruent with their classmates. Support will include scaffolding language and content area in an effort to make input as comprehensible as possible. Targeted instruction as described in Section A, 1 through 8 above, will be implemented to develop language and a store of general knowledge.

:

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

None

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

In the spring, parents attend a "get acquainted" meeting where school programs and services are presented. This is in addition to our formal and informal interviews, our regular orientation meetings, and the parent option meeting conducted in the fall. At all of these meetings, parents are made aware of the special programs, afterschool, and supplemental services available at P.S. 98. At our welcoming breakfast for all newly admitted students, the Principal, the parent coordinator and support staff present an overview of all programs and services available in our school. Presently, P.S. 98, in addition to physical education, music, and technology classes, has special music and art programs available to all classes. The extended-day program is introduced and explained. After the meeting, special care is taken to introduce the parent coordinator to the parents of ELLs. Translators are always provided, if available. Our ELLs, past and present, are well represented in all programs and services, since all staff and visiting presenters are made aware of the needs of ELLs. Parents are always informed of the programs and services available, including any new ones.

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

ELLs are supported by a variety of instructional materials. Realia is used as much as possible. For example, beginning and intermediate level students use big books, picture books, language experience charts, puppets, music, art materials and, when available, picture dictionaries in both languages. A representative sample of American literature of different genres is used, not only to develop language, but cultural literacy as well. As students advance in both language functioning and grade level, content area materials include graphic organizers, maps, timelines, charts, newspapers, and magazines. This realia supports academic language and functioning. Of course, textbooks, readers, workbooks, etc., are used to insure congruence with classmates. If necessary, tasks and activities are modified to make input comprehensible. School and classroom libraries contain books on a variety of subjects in several languages, and this is an important support for ELLs, too. Technology is another source of support. In addition to whole class technology instruction, ELLs have access to classroom computers with software for language development as well as reading and writing skills on several different levels. Some of these programs are in both English and a variety of languages. At articulation and congruence meetings, the technology teacher presents and demonstrates any special software available.

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

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

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

Required services support and resources correspond to ELLs ages and grade levels. ELLs are assigned to an age appropriate grade level classroom and not a language level based class. Support staff such as ESL, SETSS, AIS, etc. have been trained and/or skilled in ESL methods, strategies, etc. and deliver the necessary instruction and support in age and grade appropriate groups

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.

Since the Principal is available most of July and August, newly enrolled students and parents may make an appointment for an informal orientation meeting before school begins. Also, the parent coordinator is available during these months to answer questions and provide information, etc. Also, in the spring, the parent coordinator conducts walking tours of the school for students coming in September, and a new student orientation is held in June as well.:

18. What language electives are offered to ELLs?

At the moment, there are no formal language electives offered. However, during extended day, classroom teachers use English and native language materials to strengthen ELLs performance and develop language. The computer in both classrooms and technology classes is used to support ELLs in order to make input more comprehensible by offering native language software.

e:

19. For schools with dual language programs:

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

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.

I. P. S. 98's LAP will be sustained by ongoing professional development provided by the ESL teacher whose licenses and certifications are on file. At staff development meetings, an ESL related topic will be presented, keeping in mind the Common Core Learning Standards. These topics will include testing and data analysis, assessment and differentiated instruction, content and language objectives, vocabulary and language enrichment, strategies, approaches, etc. On professional development days, workshops are given to familiarize staff with the methods methods and strategies which support ELLs' learning.

2. The entire staff of P.S. 98, including the ESL teacher, received ongoing professional development as the school transitioned to the Common Core Learning Standards. The instruction included an overview of the new standards, the introduction of new reading and math materials, and the DOE's expectations for aligning the Common Core Standards with the curriculum. It is clear that the Common Core curriculum may be too difficult for beginning and intermediate ELLs and, therefore, more differentiated instruction and scaffolding language and content will be necessary.

3. Articulation and congruence meetings between P.S. 98 and M.S. 67 take place in the spring and provide a forum for discussion regarding ELLs transition to middle school. A folder containing history, articulation information, data analysis, reports to parents, P/T conference notes, copies of the HLIS, and Parent Program Option form, etc. for each ELL is maintained by the ESL teacher. To insure continuity and support, these folders accompany students to middle school. Tours of the middle school occur during an orientation meeting scheduled each spring. The students are introduced to next year's ESL teacher. These strategies relieve some of the anxiety students may be experiencing as well as help students' adjustment to new surroundings.

4. New classroom teachers and support staff receive the mandated 7.5 hours of ESL training through professional development at staff meetings and on professional development days. Special Education and SETSS teachers receive an additional 2.5 hours of training. Records of this training are maintained and kept on file in the Principal's office.

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?

D. Parental Involvement

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

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.

aste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Huggins	Principal		11/7/13
N/A	Assistant Principal		
Deborah Govier	Parent Coordinator		11/7/13
Claudia Sparando	ESL Teacher		11/7/13
Patricia Levy	Parent		11/7/13
Frances Pinto/SETSS	Teacher/Subject Area		11/7/13
Frances Pinto/AIS	Teacher/Subject Area		11/7/13
N/A	Coach		
N/A	Coach		
Hennie Wolf	Guidance Counselor		11/7/13
N/A	Network Leader		
Kelly Gallagher/Speech	Other <u>Related Service Prov</u>		11/7/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q98 School Name: PS. 98

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

Initial evaluation of translation and interpretation needs occurs when new admits and their parents are interviewed by the Principal /teaching staff member during the registration process. At that time, if the HLIS indicates a language other than English, parents are seen by our certified ESL teacher who is responsible for all phases of the identification process. If it is determined from these interviews, Part three of the HLIS, and the blue emergency card that translation and interpretation services are required, plans are in place to provide these services by pedagogical staff, relatives and friends, and parent volunteers. However, critical communications and documents are translated by the DOE. These services are also offered to any parent who requires translation/interpretation services. All parents are given a copy of the Bill of Parent Rights and Responsibilities. They are also given the Department website which gives information in each covered language regarding translation and interpretation services and how to access these services. This all takes place well before the required 30 days. The school secretary runs the UPPG report in ATS to determine who in the PS 98 population needs translation/interpretation services. The UPPG is updated and maintained in order to provide ongoing services.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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