

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

School Name: HERMAN RIDDER INTERMEDIATE SCHOOL IS 98
DBN (i.e. 01M001): 12X098
Principal: MARK TURCOTTE
Principal Email: MTURCOTTE@SCHOOLS.NYC.GOV
Superintendent: RAFAELA ESPINAL
Network Leader: RUDY RUPNARAIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this 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
Mark Turcotte	*Principal or Designee	
Vonda Lawrence	*UFT Chapter Leader or Designee	
Kenia Dupuy	*PA/PTA President or Designated Co-President	
Sara Lebreault	DC 37 Representative, if applicable	
Student Council: Talia Health, Paris Stone	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Wilma Batista	Member/ Title I, Parent	
Tirsa Batista	Member/ Treasurer, Parent	
Irene Medrano	Member/ Secretary, Parent	
Jill Malone	Member/ Teacher	
Cheryl Doyle-Barran	Member/ Teacher	
Serena Williams	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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)
x	Title I Plan (Only for schools receiving Title I funding)
x	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, administrators will have engaged in short frequent cycles of classroom observation and feedback with a total of 4 – 6 evaluations for 100% of eligible teachers. Teachers will also receive feedback from multiple non-evaluative observations conducted by administration and coaching staff during instructional rounds. The Danielson's Framework for Teaching rubrics included in the teacher evaluation and development system will be used as a lens for "normed" observation, feedback, development, and evaluation. Administrators and teachers will have a "normed" understanding of the Danielson competencies and work collectively to improve instruction leading to greater student outcomes.

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.

Teachers have a greater impact on student success than any other school factor as decades of research has proven. In order to successfully implement the key instructional shifts and reflection/refinement detailed in the 2014-2015 Citywide Instructional Expectations (CIE), the first three elements of the six elements of the capacity framework that focus on instruction and planning, and the Chancellor's 1st Pillar around high quality common core aligned instruction, school communities must develop a shared understanding of what effective instruction looks like. Our last Quality Review (QR) was in 2007-2008. At that time, the school scored a Well Developed. Subsequently, IS 98 has not had a Quality Review since. The school's new administration feels strongly that the school community must engage with the Quality Review rubric as a means to set goals and measure growth. Additionally, all teachers at IS 98 received either effective or highly effective ratings within Advance last school year. When compared with overall student proficiency, it is clear that systems and structures for teacher development as linked to the observation cycle needs to be developed. To support teachers as we refine the integration of new, higher standards using the Common Core, school administrators will continue to use Danielson's Framework for Teaching to serve as the focus for teacher development and evaluation and to provide more frequent, formative feedback to help teachers grow as professionals, leading to more rigorous instruction and therefore greater student outcomes.

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. School administrators will continue to attend training in the use of Danielson's Framework for Teaching;
2. School administrators will conduct short, frequent cycles of classroom observation and provide teachers with formative feedback in all 22 competencies (with a focus on the 8 that the city has decided on for this school year) of Danielson's Framework for Teaching for their strong connections to the key instructional shifts detailed in the 2014-2015 Citywide Instructional Expectations (CIE);
3. Develop a set of school wide beliefs of how students learn best, develop instructional and environmental expectations, and identify an Instructional Focus: "Evidence in Argument;"
4. Develop shared norms among school leaders and teachers for engaging in feedback;
5. Promote self-reflection on the part of teachers and administrators before feedback conversations;
6. Provide teachers with professional development in the Common Core and identified competencies and across the framework to support improved practice;
7. Throughout the school year, identify resources and structures within the school to support teachers' understanding of the rubric (e.g. ARIS Learn, teacher team meetings, inter-visitations, instructional rounds);
8. As a community, within teacher teams, and/or for individual teachers, select Danielson competencies for focus, based on the needs of teachers and school-wide goals;
9. Ongoing inter-visitation and inter-school visitations among teachers.

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

1. Principal, Assistant Principals
2. Principal, Assistant Principals, teachers
3. Principal, Assistant Principals, Instructional Leads/Coaches, teachers
4. Principal, Assistant Principals, Instructional Leads/Coaches, Talent Coaches, teachers
5. Principal, Assistant Principals, teachers
6. Principal, Assistant Principals, Instructional Leads/Coaches, teachers, Network
7. Principal, Assistant Principals, Instructional Leads/Coaches, teachers, Network
8. Principal, Assistant Principals, Instructional Leads/Coaches, teachers
9. Collaborating Principals, Assistant Principals, Instructional Leads/Coaches, teachers, critical friends groups

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

1. By June 2015, school leaders and teachers will have a “normed” understanding with a calibrated rating 90% of the time across competencies
2. By June 2015, 100% of teachers who qualify will have been observed within their chosen OPTION, as ascertained per their IPC selections in September 2014.
3. The administration will conduct analyses of the results of internal and external assessments to measure student growth and effectiveness of the instructional focus
4. Self-reflections will be used prior to and during post observation conferences to measure the alignment between teachers’ and school leaders’ observed practice and feedback/next steps
5. 50% of observed lessons will increase their HEDI rating by one level as compared to original lesson to the observation of the modified lesson
6. By June 2015, 100% of teachers will have participated in outside professional development activities aligned with their curriculum and needs that they then turnkey to their professional learning community within the school
7. Teachers will share their highly effective lessons interdepartmentally online as they work to create curriculum maps with modifications for students
8. Self-reflections will be used prior to and during post observation conferences to measure the alignment between teachers’ and school leaders’ observed practice and to identify areas of support for teacher practice
9. Teachers are to partake in inter-visitation, as per school leader assignment based on observation of teacher practice. As a result, 50% of observed lessons will increase their HEDI rating by one level as compared to original lesson to the observation of the modified lesson

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

1. Ongoing through Advance - September 2014 through June 2015
2. Initial Planning Conferences (IPC) – September 2014, First round Observations – October 2014, Second Round Observations (focus on case studies) – November 2014, Third round Observations – December 2014, Fourth Round Observations – January 2015, Fifth Round Observations – February 2015, Sixth Round Observations – March 2015, Subsequent Observations – April through June 2015
3. On-going beginning September 2014
4. Self-reflections will be used for pre-observation and post-observation conferences/feedback throughout the school year starting in September 2014 and ending in June 2015
5. Self-reflections will be used for pre-observation and post-observation conferences/feedback throughout the school year starting in September 2014 and ending in June 2015
6. Starting September 2014 and ending in June 2015, weekly professional Learning held every Monday from 2:20 – 3:40 pm. Sessions to be facilitated by Principal, Assistant Principals, Instructional Leads/Coaches, teachers, and Network. Common planning session periods daily. Additionally, staff will utilize both weekly grade level meetings and Teacher Team Planning session to turnkey and share professional development and best practice.
7. Starting September 2014 and ending in June 2015, weekly professional learning sessions will be held every Monday from 2:20 – 3:40 pm. Sessions to be facilitated by the Principal, Assistant Principals, Instructional Leads/Coaches, teachers, and Network. Staff will utilize both weekly grade level meetings and Teacher Team Planning session to turnkey and share professional development and best practices. Additionally, school leaders will provide direct ‘next-steps’ and resources to teachers post observation throughout the school year.
8. Throughout the school year, staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to turnkey and share professional development and best practices within Danielson’s Framework for Teaching and key instructional shifts and refinements detailed in the 2014-2015 Citywide Instructional Expectations (CIE), and the school’s instructional focus.
9. On-going beginning November 2014

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

1. There are no additional costs to the school associated with this action
2. There are no additional costs to the school associated with this action
3. There are no additional costs to the school associated with this action
4. Title I funds and MOSL funds will be used for teachers and supervisors who will attend professional development workshop after school hours
5. There are no additional costs to the school associated with this action
6. There are no additional costs to the school associated with this action
7. There are no additional costs to the school associated with this action
8. Title I funds and MOSL funds will be used for coverage for teacher who will attend professional development workshop during school hours.
9. Title I funds and MOSL funds will be used for coverage for teacher who will attend professional development workshop during school hours.

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).

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school

year.

- Build strategic relationships with parents to support school Mission, Vision, and Instructional Focus and meet identified needs of school's families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association, the School Leadership Team, and Learning Leaders;
- Hold VIP Nights for Parents;
- Conduct monthly workshops for parents to enable them to build a deeper understanding of the Common Core Learning Standards, the school's instructional priorities, the state exams, and college, career preparedness, and how to help their children with school work 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, past Progress Reports, current and future School Quality Guides, Quality Review Report, Learning Environment Survey Report;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but "hard to reach" parents.

Budget and Resource Alignment

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

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

Title I funds and MOSL funds will be used for coverage for teachers who will attend professional development workshops that provide on-going support for teachers to become more effective and highly qualified as defined by NCLB

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, we will improve the total Student Achievement scores in ELA. We will increase the rate of our students achieving proficiency (levels 3 and 4) from 3.7 % to between 7.6% and 10.8% to achieve "Meeting Target" as measured on the 2015 New York State Common Core ELA Tests. This will be achieved by rigorous instruction aligned with the Common Core Learning Standards (CCLS) in ELA in all grade levels.

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 2013-2014 School Quality Guide shows that the total ELA scores in Student Achievement was 4.3 out of 19.0 points. Of all the students tested only 11 students (3.7%) met State standards on the English State test, as compared to 27% citywide average and 10% district average. The average student score was 2.0 out of 4.5.

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. Provide Academic Intervention Services (AIS) for all students who did not achieve proficiency (including SWDs and ELLs) during school hours through one to one tutoring, After School Academy, and Saturday Achieve Now Academy;
2. Create Response to Intervention (Rtl) plans for those students who are holdovers from 2013-2014, attended summer school for ELA, and those at risk of failing ELA in the 2014-2015 school year.
3. Professional Learning (PL) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA, Universal Design for Learning (UDL), curriculum mapping, 2014-2015 Citywide Instructional Expectations, Expeditionary Learning Curriculum, and Danielson Framework for Teaching;
4. All teachers will be engaged in the work of the Citywide Instructional Expectations;
5. Ongoing analysis and use of student formative and summative assessment data to plan and set goals;
6. On regular basis, teachers will examine student work using the "collaborative assessment conference" protocol to understand the steps needed to assist them attaining the level of performance that the Common Core demands and to continue the cycle of inquiry.
7. DRP reading assessments will be utilized as a baseline and again throughout the year to target student needs and to measure reading growth.
8. "Word Generation" essential content and academic vocabulary building curriculum utilized in all grades as part of the Middle School Quality Initiative (MSQI)

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

1. School Leaders, ELA teachers, Instructional Leads/coaches, PPC/Child Study Teams
2. School Leaders, ELA teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC), Parents/guardians
3. Principal, Assistant Principals, Instructional Leads/Coaches, teachers, Network
4. School Leaders, teachers
5. School Leaders, ELA teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC)/Child Study Teams
6. Teacher Teams/Professional Learning Communities
7. Teachers
8. Teachers

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

1. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
2. Create 4-6 week intervention plans to target specific student needs, set target of 80% student growth in that area, evaluate gains
3. By June 2015, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning communities within the school
4. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
5. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment
6. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment

7. Administered DRP reading baseline September 2014, Administer DRP secondary assessment to identify areas of gains and of need, Administer Spring DRP summative assessment with an expected gain of 18 months to 2 year reading growth for 50% of students compared to the September 2014 baseline
8. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment

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

1. During school day-September 2014 through June 2015, After school and Saturday instruction – October 2014 – April 2015
2. On-going beginning September 2014
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014
6. Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to turnkey and share professional learning and best practices within Danielson's Framework for Teaching and key instructional shifts detailed in the 2014-2015 Citywide Instructional Expectations (CIE) and the school's instructional focus.
7. On-going beginning September 2014
8. On-going beginning September 2014

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

1. AIS/Tutor volunteers. Materials and resources will be financed through OTPS and Tax Levy NYSTL. Additionally, after school and Saturday programs funded through Century 21 grant, Achieve Now grant, MSQI grant, and Title III funding.
2. Part time LSCI crisis counselor/AIS coordinator on staff afterschool and Saturdays on teacher line to assist with the coordination and facilitation of academic intervention plans of at risk students and further develop strategies for Tier II and Tier III interventions
3. Title I, CIE, and MOSL funds will be used for coverage for teacher who will attend professional development workshop during school hours.
4. There is no additional cost associated with this action
5. Instructional Leads meet with the administration bi- weekly.
6. Departmental and grade level Inquiry Teams meet daily. There are no additional costs for these actions.
7. There are no additional costs associated with this action

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).

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).

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- Build strategic relationships with parents to support school mission and vision and meet identified needs of school's families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success, as well as, identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team.
- Hold VIP Nights for Parents;
- Conduct monthly workshops for parents to enable them help their children with school work at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, past Progress Reports, current and future School Quality Guides, Quality Review Report, Learning Environment Survey Report;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but "hard to reach" parents.

Budget and Resource Alignment

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

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

Century 21 grant, Achieve Now grant, Title III funding

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, Students with Disabilities (SWDs) subgroup will demonstrate progress towards achieving proficiency in English Language Arts (ELA) and Mathematics as measured by a 9% increase in this subgroup scoring at Level 3 and 4 on the 2015 New York State (NYS) ELA Common Core Test and 2015 New York State (NYS) Common Core Math Test. By June 2015, subgroup Students with Disabilities (SWD) will improve the total Student Achievement score in ELA. We will increase the rate of students achieving proficiency (levels 3 and 4) from 0 % to between 5.2% and 8.1% to achieve "Meeting Target" as measured on the 2015 New York State Common Core ELA Test. By June 2015, we will improve the total Student Achievement score in Math. We will increase the rate of our students achieving proficiency (levels 3 and 4) from 3.7 % to between 6.6% and 10.3% to achieve "Meeting Target" as measured on the 2015 New York State Common Core Math Test. This will be achieved by rigorous instruction aligned with the Common Core Learning Standards (CCLS) Math in all grade levels. This will be achieved by rigorous instruction aligned with the Common Core Learning Standards (CCLS) in ELA in all grade levels.

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.

An analysis of student performance data on state assessments was conducted. The 2015 NYS ELA Tests results show that 0% of SWD subgroup scored a proficient level (Level 3 and 4). The 2015 NYS Math Tests results show that 4% of SWD subgroup scored a proficient level (Level 3 and 4). It was determined that the SWDs have underperformed all other student groups for the past three years. Consequently, we have made progress for our SWD subgroup one of the goals for this school year.

Instructional Strategies/Activities

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

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

1. The special education department has been departmentalized with the most qualified teachers aligned to appropriate subject
2. Academic Intervention Services (AIS) for all SWDs: AIS will be provided to all SWDs through small-group and one-to-one instruction during school hours, and for participating students during After School Academy and Saturday Academy;
3. Professional Learning: PL will be given on the following topics: Research-based instructional strategies for SWDs, analysis and use of student data to plan and set goals, looking at student work, Universal Design for Learning (UDL), Common Core Learning Standards (CCLS) in ELA and Mathematics, and curriculum mapping;
4. On-going analysis and use of student formative and summative assessment data to plan and set goals;
5. Teachers will engage all students in rigorous curriculum units aligned to strategically selected Common Core Standards;
6. On a regular basis, teachers will look at student work to understand the steps needed to assist them in reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.
7. Teachers will use Special Education Student Information System (SESIS) to align instruction to goals.

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

1. School Leaders
2. School Leaders, ELA teachers, Math teachers, Special Education teachers, Special Education Liaison, Instructional Leads, PPC/Child Study Teams
3. Principal, Assistant Principals, Instructional Leads/Coaches, Special Education Liaison, teachers, Network
4. School Leaders, ELA teachers, Math teachers, Special Education teachers, Special Education Liaison, Instructional Leads, Pupil Personnel Committee (PPC)/Child Study Teams
5. ELA teachers, Math teachers, Special Education teachers
6. Teacher Teams/Professional Learning Communities
7. All teachers working with SWDs, Instructional Leads

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

1. Administration will conduct a data analysis of MOSL student outcomes as linked to teacher performance to measure effectiveness of teacher assignments
2. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
3. By June 2015, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning community within the school
4. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
5. By June 2015, 100% of ELA teachers will have attended all professional development associated with the Expeditionary Learning curriculum and 100% of Math

teachers will have attended all professional development associated with CMP3 Math.

6. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment
7. IEP annuals and mandated three year meetings will be in 100% compliance. All IEP teams will be comprised of all mandated members. All mandated services and settings will remain in 100% compliance. Progress reports of IEP goals for individual students to be completed quarterly.

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

1. August 2014
2. During school day-September 2014 through June 2015, After school and Saturday Instruction – October 2014 – April 2015
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014
6. On-going beginning September 2014
7. On-going beginning September 2014

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

1. There is no additional cost associated with this action
2. CTT and SETSS staff on teacher line. Special Education services departmentalized. Part time LSCI crisis counselor/AIS coordinator on staff on teacher line. Materials and resources will be financed through OTPS and Tax Levy NYSTL. Additionally, after school program funded through Century 21 and Achieve Now grants.
3. Title I funds and MOSL will be used for coverage for teacher who will attend professional development workshop during school hours.
4. Instructional Leads meet with the Leadership bi- weekly.
5. There are no additional costs associated with this action
6. Departmental and grade level Inquiry Teams meet daily for 1 period. There are no additional costs for these actions.
7. Special Education Liaison trains staff in the use of SESIS and individualized goals of SWDs during daily planning sessions and weekly Monday PD from 2:20-3:40
There is no additional cost associated with this action.

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).

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- SWD teachers will conduct workshop for parents to help them understand the Special Education Reform;
- Ensure full compliance for all IEP team annual reviews and three year reviews;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, past Progress Reports, current and future School Quality Guides, Quality Review Report, and Learning Environment Survey Report;
- Schedule 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 suggestion;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link;
- 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.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Century 21 grant, Achieve Now grant								

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, English Language Learners (ELLs) subgroup will demonstrate progress towards achieving proficiency in English Language Arts (ELA) and Mathematics as measured by a 5% increase in this subgroup scoring at Level 3 and 4 on the 2015 New York State (NYS) ELA Common Core Test and the 2015 New York State (NYS) Math Common Core Test.

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.

An analysis of student performance data on state assessments was conducted. The 2014 NYS ELA Tests results show that 0% of ELLs subgroup scored a proficient level (Level 3 and 4). The 2015 NYS Math Tests results show that 18% of ELL subgroup scored a proficient level (Level 3 and 4). It was determined that the ELLs have underperformed most other student groups. Consequently, we have made progress for our ELL subgroup one of the goals for this school year.

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. Academic Intervention Services (AIS) for all ELLs: AIS will be provided to all ELLs through small-group and one-to-one instruction during school hours, and for participating students during After School Academy and Saturday Academy;
2. Professional Development: PD will be developed with the help of RBERN and Network support on the following topics: setting objectives and providing feedback, Nonlinguistic representations, Cues/Questions/Advanced Organizers, Cooperative Learning, summarizing and note taking, scaffolding of instruction, Text complexity Common Core Math for ELLs, preparing students for the 2015 NYSESLAT, Promotion criteria for ELLs,
3. On-going analysis and use of student formative and summative assessment data to plan and set goals;
4. Teachers will engage all students in a rigorous curriculum units aligned to strategically selected Common Core Standards;
5. On a regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.

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

1. School Leaders, ELA teachers, ELA Teacher with Bilingual extension, Bilingual Math teacher, ESL teacher, Instructional Leads, PPC/Child Study Teams
2. Principal, Assistant Principals, Instructional Leads/Coaches, ESL teacher, Network
3. School Leaders, ELA teachers, ELA teacher with Bilingual extension, Bilingual Math teacher, ESL teacher, Instructional Leads, Pupil Personnel Committee (PPC)/Child Study Teams
4. ELA teachers, ELA teacher with Bilingual Extension, Bilingual, Math teachers,.
5. Teacher Teams/Professional Learning Communities

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

1. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
2. By June 2015, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning community within the school
3. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – January 2015, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015
4. By June 2015, 100% of ELA teachers will have attended all professional learning associated with the Expeditionary Learning curriculum and 100% of Math teachers will have attended all professional learning associated with CMP3 Math.
5. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment

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

1. During school day-September 2014 through June 2015, After school and Saturday Instruction – October 2014 – April 2015
2. On-going beginning September 2014
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014

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

1. ESL and Bilingual certified staff on teacher line. Part time LSCI crisis counselor/AIS coordinator on staff on teacher line. Materials and resources will be financed through OTPS and Tax Levy NYSTL. Additionally, after school program funded through Century 21 and Achieve Now grants, MSQI grant, and Title III funding.
2. Title I funds and MOSL will be used for coverage for teacher who will attend professional development workshop during school hours.
3. Instructional Leads meet with the Leadership bi- weekly.
4. There are no additional costs associated with this action
5. Departmental and grade level Inquiry Teams meet daily for 1 period. There are no additional costs for these actions.

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).

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- SWD teachers will conduct workshops for parents to help them understand the Special Education Reform;
- Ensure full compliance for all IEP team annual reviews and three year reviews;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, past Progress Reports, current and future School Quality Guides, Quality Review Report, and Learning Environment Survey Report;
- Schedule 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 make or offer suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link;
- 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.

Budget and Resource Alignment

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

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

Century 21 grant, Achieve Now grant, MSQI grant, Title III funding

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading and Analyzing Literary and Informational Texts, Writing Process	Small group, one-to-one tutoring	During the school day, after school hours, Saturdays
Mathematics	Skills Intervention, Problem Solving, Mathematical Investigations, Writing in Mathematics	Small group, one-to-one tutoring	During the school day, after school hours, Saturdays
Science	Exit Project, Reading Comprehension and Writing Strategies	Small group, one-to-one tutoring	During the school day
Social Studies	Exit Project, Reading Comprehension and Writing Strategies	Small group, one-to-one tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation, Crisis Intervention, Counseling, Check-In/Check-Out, Behavior Intervention Plan, RtI in ELA and Math, Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Family Counseling, Behavior Modification Techniques	Small group, one-to-one tutoring, push-in/pull-out as needed, one-to-one Networking with outside agencies	During the school day, after school hours, Saturdays

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • IS 98 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements. • IS 98 will participate in citywide recruiting events. • Share the school's strong support plan for teachers, such as, but not limited to the following: <ul style="list-style-type: none"> ○ Mentoring for new and struggling tenured teachers; ○ Professional development opportunities inside and outside the school; ○ Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants; ○ Provide time for teacher collaboration through scheduling; ○ Include teachers in professional development planning and decision making.

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).
See action plans and strategies on pages 5, 6, 9, and 11.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all allocation memos and attempt to allocate all funding appropriately. The Network serves as a cross-checking system to ensure compliance.

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.
<ul style="list-style-type: none"> • Teachers will meet weekly to share feedback from inter-visitations; • Have teachers team design professional development activities that address common development needs across grade levels or departments; • Develop shared norms among school leaders and teachers for engaging in feedback; • Promote self-reflection on the part of teachers and administrators before feedback conversations; • Ask for teachers' input on what type of feedback they find most helpful;

- Discuss different parts of the rubric and examples of effective and highly effective practice in the classroom;
- Instructional Leads participated in identifying the CEP goals;
- Teachers will meet in grade-level and departmental meetings to analyze student data, look at students work to plan and set goals for students;
- Teachers will meet during grade level and/or departmental team meetings to review student data and look at student work to continue the cycle of inquiry;
- Local Measures Committee inclusive of teachers and administration determined which local measures made most sense for our school;
- Committee decision on MOSL selections shared with staff and revisited during Initial Planning Conference (IPC)

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;

IS 98'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. IS 98's 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 IS 98.

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;

IS 98 will further encourage school-level parental involvement by:

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

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

IS 98, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 12X098

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$284,324.04	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,837,968.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 61
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: IS 98 proposes to utilize Title III supplementary funds by providing an intensive small group instructional program in literacy for ELL's and former ELL's. Parents will be able to register their children in the After School Academy and the Saturday Academy.

The Title III After School Academy program will include academic support for ELLs in reading and math provided by one content area teacher certified in the area of math and one ESL teacher. The content area math teacher will co-plan and co-teach with an ESL certified teacher. Students will be grouped by grade when participating in CMP3 math investigations to ensure that students are exposed to their grade level standards. Students will be grouped by design within the language lab portions of the program to reflect readiness and ability within their ELL classification. The Title III After School Program will run from 2:30 pm - 4:30 pm on Wednesdays, Thursdays, and Fridays for 12 weeks starting October 15, 2014 and ending May 16, 2015. The languages of instruction will be English and Spanish. The afterschool program allows for intensive small group instruction within rotating 40 minute periods. The teacher and ESL provider will work using various co-teaching models to provide direct instruction around vocabulary building using Word Generation texts. Additionally, they will engage students in differentiated extensions of math "investigations" within the common core aligned CMP3 math curriculum. Finally, students will be given an opportunity to work independently through technology by engaging in direct reading instruction and mathematics software (iReady).

The Title III Saturday Academy program will run from 8:00 am - 12:30 pm. The program will run from 8:30 am - 12:30 pm. The Title III Saturday Academy program will include academic support for ELLs in reading and math provided by one content area teacher certified in the area of math and one ESL teacher. The content area math teacher will co-plan and co-teach with an ESL teacher. Students will be grouped by grade when participating in CMP3 math investigations to ensure that students are exposed to their grade level standards. Students will be grouped by design within the language lab portions of the program to reflect readiness and ability within their ELL classification. The languages of instruction will be English and Spanish. The program will run the following 10 Saturdays: 10/18, 10/25, 11/1, 11/8, 11/15, 11/22, 12/6, 12/13, 12/20, 1/10. The Saturday program allows for intensive small group instruction within rotating 75 minute periods. Like in the afterschool program, the teacher and ESL provider will work using various co-teaching models to engage students in differentiated extensions of math "investigations" within the common core aligned CMP3 math curriculum. However, the extended

Part B: Direct Instruction Supplemental Program Information

periods allow for teachers to further differentiate instruction to focus on specific skill building. Students will then be given an opportunity to work independently through technology by engaging in direct reading instruction and mathematics software (iReady).

Our staff consists of one content area and one ESL pedagogue.

The technology based reading and mathematics enrichment used within both the after school and Saturday program that will be used is i-Ready Diagnostic and Instruction Program. The goal of i-Ready is to enrich student experience through differentiation of skills through the use of a computer program, literature, and direct instruction in reading skills within a common core aligned curriculum. Teacher reports will help develop an action plan for individual and group instruction. With i-Ready explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready Diagnostic results. They engage the learners in a low-risk environment. Progress monitoring will provide immediate insight into student performance.

The common core aligned mathematics curriculum CMP3, Crosswalk Coach, "Taking Off: Beginning English" and "Time for Kids Non-Fiction Comprehension" texts will be integrated into the Title III After School Academy and Saturday Academy supplementary programs. The strategies and techniques in these programs supplement the core Language Arts and Mathematics curriculums providing opportunities for expansion on concepts learned during the school day. This will make learning more comprehensive and meaningful to ELL students. The ESL activities in these programs use grade-level mathematics and language arts content as the vehicle for language development. All newcomers receive instruction in Spanish.

Part C: Professional Development

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

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

Begin description here:

Teachers have a greater impact on student success than any other school factor as decades of research has proven. To support teachers as we continue to implement the Common Core and the Citywide Instructional Expectations, on-going professional development workshops for teachers will be conducted throughout the school year.

The following workshops were already conducted during the months of September and October in the school. They were facilitated by Mark Turcotte (Principal), Irma Cruz-Pickett (Assistant Principal/ELL point) and Asia Burnett (AP/ELA point). All teachers received the trainings. Pedagogues working in the After School and Saturday Academy Title III supplementary program will participate in professional development opportunities geared toward improved ESL and Bilingual instruction. Pedagogical staff

Part C: Professional Development

working with ELL's will be meeting on a monthly basis with the school and Network ELL point to ensure that this group receives all services required by CR Part 154. Professional development will also be organized around the Annual Measurable Achievement Objectives for ELL's.

- 2013-14 Citywide Instructional Expectations
- Data Analysis, Accountability Tools and Resources
- Advance
- Measure of Student Learning
- New York City Performance Assessments
- Norming Protocol
- Quality Review
- PBIS and Classroom Management

In addition to the above-mentioned workshops, the following workshops were and will continue to be provided to the Title III teachers and teachers working with ELLs.

A series of workshops titled "Classroom Instruction that Works with English Language Learners" will be provided to teachers working with ELLs during the month of December on the following Mondays : December 1, 8, 15, and 22 2014. They will run from 2:20 p.m. - 3:40 p.m. These workshops will consist of nine research-based instructional strategies that have proven to be exceptionally effective in increasing student academic performances. Dr. Maria Diaz with the Regional Bilingual Education Resource Network (RBERN) at NYU and Adrian Phifer (CFN 608 Achievement Coach/ELL point) will work with administration to design this professional development to be facilitated by Irma Cruz-Pickett (AP/ELL point), and Asia Burnett (AP/ELA point). The nine strategies are as follows:

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses

Part C: Professional Development

- Identifying similarities and differences.

Additionally, as part of the school's Professional Development Plan the following differentiated PDs are being developed:

January 5, 2015 What is Scaffolding? (2:20 p.m. – 3:40 p.m.)

Attendees: ELA teachers working with ELLs / Facilitator: Asia Burnett (AP/ELA point)

January 12, 2015 Common Core Mathematics for ELLs (2:20 p.m. – 3:40 p.m.)

Attendees: Math teachers working with ELLs / Facilitators: Irma Cruz-Pickett (AP/ELL point/Math point) and Cheryl Doyle Barran (Math Coach/Instructional Lead)

January 26, 2015 Preparing Students for the 2015 NYSESLAT (2:20 p.m. – 3:40 p.m.)

Attendees: Teachers working with ELLs / Facilitator: Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL point/Testing Coordinator)

February 2, 2015 Promotion Criteria for ELLs (2:20 p.m. - 3:40 p.m.)

Attendees: Teachers working with ELLs / Facilitator: Irma Cruz-Pickett (AP/ELL point /Testing Coordinator)

February 9, 2015 Text Complexity and English Learners – Building Vocabulary (2:20 p.m. – 3:20 p.m.)

Attendees: Teachers working with ELLs / Facilitator: Mark Turcotte, Principal

March 23, 2015 Understanding and Administering the 2015 NYSESLAT (2:20 p.m. - 3:40 p.m.)

Attendees: Teachers working with ELLs / Facilitator: Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL point/Testing Coordinator)

June 8, 2015 Looking Ahead for 2015-16: What's Next for Our ELL Program? (2:20 p.m. - 3:20 p.m.)

Attendees: All teachers / Facilitators: Mark Turcotte (Principal), Irma Cruz-Pickett (AP), Asia Burnett

Part C: Professional Development

(AP), Dulcinea Del Solar (ESL provider)

The ESL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.

The following outside workshops will be attended by pedagogues working with ELL's, others TBD:

"The New York State Association for Bilingual Education (NYSABE) Event": March 12-14, 2015. The conference theme, "Building Bridges: Bilingual Education across Borders" will address the key issues in the field as they relate to ELLs/Bilingual Learners, their educators and families. Each day will focus on a different border that begins at the geo-political/immigration, moves to field-based borders (i.e. bilingual, TESOL, special education and general education) and concludes with generational divisions.

Part D: Parental Engagement Activities

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

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

Begin description here: To encourage and provide parents the opportunities to participate in the educational process of their children, meetings and workshops for the parents of ELLs are scheduled as follows:

Parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated into the home language. Regular workshops will be held to accommodate parents of ELL's whose primary language is Spanish. These workshops are held throughout the month for the entire school year. The bilingual Parent Coordinator and bilingual pedagogue will present differentiated educational issues and topics which can help parents better advocate for and support their children academically. These workshops will aim improve the parents' language acquisition and improve their ability to help with homework, maximize family communication, and increase parental involvement in school activities. The ultimate goal of the workshops will be to show the parents how their involvement in the school community has a correlation with student achievement. The following is forecasted list of workshops to be offered to parents of ELLs :

September 18, 2014 - VIP Night: Exploring the City Wide Instructional Expectations (Break-out session for parents of ELLs in which the ELL policy brief was discussed, staffing and programming were discussed, ELL parent brochure was distributed, and parent orientation video shown) 5:00 - 7:00pm

October 8, 2014 - World Cultures High School student and parent tour (Bilingual Program) 9:00 am - 1:00 pm

Part D: Parental Engagement Activities

October 18, 2014 - High School Fair trip for ELLs and parents of ELLs, Roosevelt Campus 9:00am - 1:00 pm

December 2014 (TBD)- Interpreting/Analyzing NYC Fall Periodic Assessment Data for ELLs provided by Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL Point)

January 2015 (TBD) - iReady ELA and Mathematics programs for Title III - LEP provided by Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL Point)

March 2015 (TBD) - How to Prepare your Child for the 2015 NYS Common Core Tests (Break-out session for parents of ELLs provided by Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL Point) in which testing preparedness and test taking strategies will be discussed along with the promotional policy for ELLs)

March 2015 (TBD) - How to prepare your Child for the 2015 NYSESLAT provided by Dulcinea Del Solar (ESL Teacher) and Irma Cruz-Pickett (AP/ELL Point) in which testing preparedness and test taking strategies will be discussed along with the programming of minimum amount of minutes of ESL

April 2015 (TBD) - Promotion Standards, Chancellor's Regulation A-501: Promotion Criteria for ELLs provided by Mark Turcotte (Principal IA) and Irma Cruz-Pickett (AP/ELL Point)

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 12	Borough Bronx	School Number 098
School Name Herman Ridder		

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 Mrs. Claralee Irobunda	Assistant Principal Ms. Irma Cruz-Pickett
Coach type here	Coach type here
ESL Teacher Mrs. Meghan O'Meara	Guidance Counselor Ms. Sue Parker
Teacher/Subject Area Ms. Carmen Padilla, NLA, ESL	Parent Ms. Yolanda Vargas
Teacher/Subject Area Ms. Sheree Crane, ELA	Parent Coordinator Ms. Dulce Reyes
Related Service Provider type here	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	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)	318	Total number of ELLs	62	ELLs as share of total student population (%)	19.50%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	20	8	0	0	0	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	5	2	15	0	7	7	0	2	42

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	40	13	2	15	0	7	7	0	2	62
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	18	12					36
Chinese														0
Russian														0
Bengali								1	1					2
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2					3
TOTAL	0	0	0	0	0	0	6	21	15	0	0	0	0	42

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	10	8					23
Intermediate(I)							6	8	10					24
Advanced (A)							2	9	4					15
Total	0	0	0	0	0	0	13	27	22	0	0	0	0	62

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	5	0	0	22
7	19	0	0	0	19
8	27	4	2	0	33
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9	4	10	2	1	0	0	0	26
7	13	4	3	1	1	0	0	0	22
8	14	6	6	4	4	1	0	0	35
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	2	12	7	11	1	0	0	33

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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1		0	
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)	2	12	10	3				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - a. To assess the early literacy skills of the ELLs in IS98 we use the McCleod Assessment of Reading Comprehension, the WIST, running records, the DRP and the LAB-R. In addition, we compare these assessments with data provided from the previous year's NYSESLAT and NYS tests.

- b. The ELLs in IS98 fall into the lower academic levels. Of the ELLs who took the ELA exam 85% scored a level 1 and 12% scored a level 2 and 2% scored a level 3. Of the ELLs who took the Math exam 60% scored a level 1, 31% scored a level 2 and 7% scored a level 3. Additionally, 44% of our ELLs scored beginner on the NYSESLAT, 29% and 27% scored intermediate and advanced, respectively, on the exam
- c. This data helps us determine how we will group the students according to proficiency. Knowing these data points allows us to place students in similar classes when programming, for pull-out/push-in purposes, and to design curriculum based on their specific needs.
- d. Based on the data from the year 2012-2013, 75% of our 8th grade ELLs, 50% of our 7th grade ELLs and 100% of our 6th grade ELLs were placed in the same classes according to grade level. IEP requirements made it impossible to place some of the students in similar classrooms. However, these students are serviced for pull-out during the same class periods as their peers.

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

	2012-2013 NYSESLAT		
	Beginner	Intermediate	Advanced
6 th	50%	25%	25%
7 th	48%	14%	37%
8 th	35%	50%	15%

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

NOT AVAILABLE

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

Both our TBE and Freestanding ESL programs show similar tendencies.

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

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

NA

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

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 Evaluation of our programs is done formally by analyzing the previous year's results and more informally by consulting and getting feedback from our regular education/content area teachers to determine the effectiveness of our support.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is registered in our school the parent fills out a Home Language Identification Survey. This survey when completed will let us determine if the child speaks another language at home other than English. The pupil accounting secretary handles all registration and once she determines that the child is a new admit, she contacts the Bilingual Coordinator to assist with the HLIS. The bilingual coordinator meets and interviews the parents or guardians. The child is eligible to be administered the LAB-R, once it's determined by interviewing the parent/guardian and reviewing the HLIS that the child speaks another language. Once the student is administered the LAB-R and the results show that he/she is eligible, the student is placed in a program with parental approval. If the student's other language is Spanish, he/she will be administered the Spanish LAB-R assessment. Both of these assessments are administered only once. The parents are notified that they have a right as per CR Part 154 Commissioner's Regulations to choose either TBE, Dual Language or an ESL program available in our school or citywide for their child.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During the initial registration process, the parents are given a briefing regarding the three programs offered citywide which are Transitional Bilingual, Dual Language, and Freestanding ESL by the Bilingual Coordinator. The parents are invited to a workshop where all three programs offered through the Department of Education will be discussed. These programs are Transitional Bilingual, Dual Language and Freestanding ESL. If the program the parent chooses is not offered in our school, the protocol with OELL will be followed. These workshops occur on an ongoing basis; within 10 days a new admit is registered at the school. These workshops are given by the bilingual coordinator, who speaks both English and Spanish. When parents speak other languages such as Arabic, Haitian, etc., we accommodate these parents by giving them brochures in their languages provided by the OELL. Usually, families that speak other languages have relatives who can communicate in English and act as interpreters for them during the HLIS and initial registration.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The bilingual coordinator is responsible for the distribution of Entitlement Letters, Parent Surveys and Program Selection forms are completed either, at the time of enrollment/registration, or at the beginning of the school year. Upon return they are securely stored in the main office for future reference.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Identified students are all placed in instructional programs after the Program Selection Form is reviewed by the bilingual coordinator and the orientation/interview is held with the parent/guardian. The ELPC is updated after the program selection has been determined. The ELPC is updated by the bilingual coordinator as registration is completed and the parent has selected program. In the fall, after the NYSESLAT scores are analyzed, Letters of Continued Entitlement are mailed to parents of ELLs. The letter includes the scores achieved in the NYSESLAT and their options. The Entitlement letters are securely maintained in a file in the main office. Newcomers are most of the time placed in our Transitional Bilingual Program through parental choice. Incoming sixth grade students, who were previously in a Transitional Bilingual setting the prior year, usually continue in that program. Long term ELLs, or students with IEPs that are transferred into our school are placed according to the IEP or their previous placement.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A team of two ESL pedagogues administer the speaking portion of the test. While one pedagogue asks the questions, the other records the score according to the testing rubric. The listening portion of the test is administered in small groups according to grade cluster. Seventh and eighth grades are tested together. Sixth grade is tested separately. The tape is played while the students record their answers on the answer sheet. The ESL teachers moderate the test. The reading and writing portions of the test are also administered by grade cluster and moderated by an ESL teacher. Eligibility for the test is determined by proficiency scores from the previous year's MNMR.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- The programs offered at IS98 are chosen by 100% of the parents who enroll their children in our school. After 2 years of TBE 10% of the parents request that their children be placed in the Freestanding ESL program. Based on surveys, IS98 is offering the choices parents are requesting. If there was a request for a different program, the school leadership would determine if there was a more wide ranging desire for that program and begin the process of developing ways to put it into place.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

 - a. The organizational models for our ESL programs at IS98 are push-in, pull-out and self-contained.
 - b. We use two program models at IS98. The freestanding ESL classes move with their cohorts and are heterogeneously grouped. The TBE classes are of mixed grades and are homogeneously grouped whenever possible according to proficiency. Grade level teaching is done for the Common Core Curriculum.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The ELLs are appropriately evaluated in their native language throughout the year by data collected from formal monthly periodic assessment and teacher created informal assessments given to the ELLs in the TBE class throughout the year in their native language. The ELE is administered to the TBE class in June which shows what achievement the student has attained in their first language. These assessments are compiled and kept in an individual student portfolio and the pedagogues binder which includes results of data analysis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All subject area teachers at IS98 evaluate the students in all four language modalities. Unit assessments, midterm assessments, NYC periodic assessments are given to the students. In addition, students give oral presentations, conduct peer interviews, act out plays and give oral book reports.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

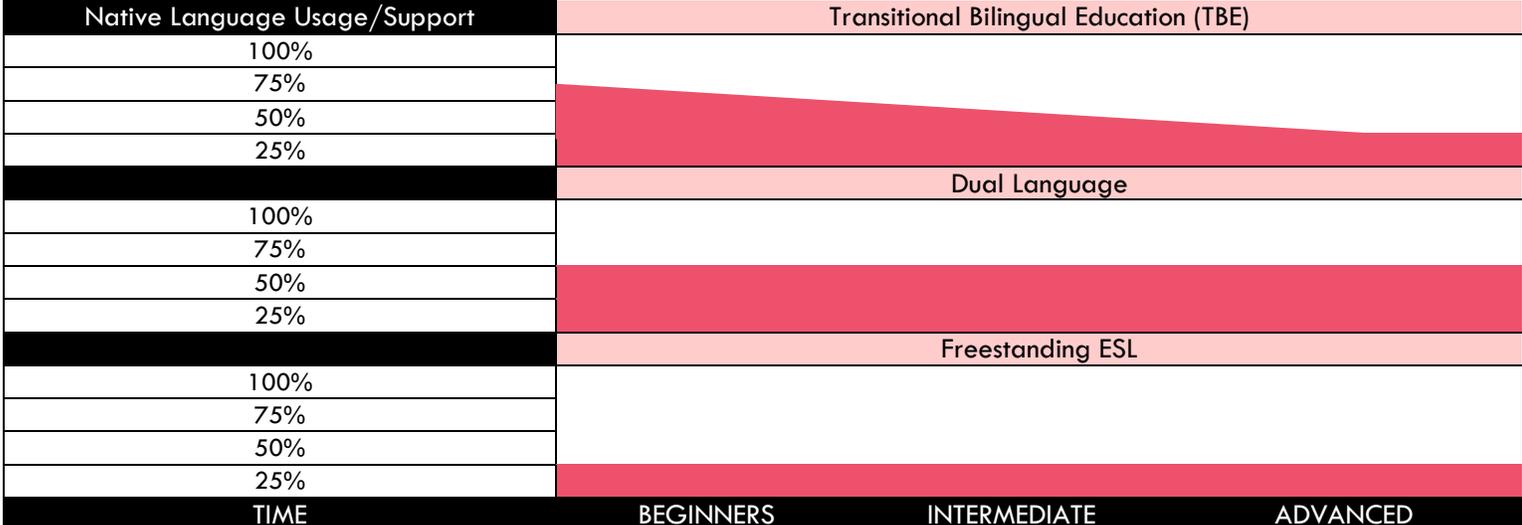
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention programs offered at IS98 include a Title III after-school tutoring program, a Saturday Academy program and a school-wide daily academic intervention program. ELL students receive tutoring in math in both Spanish and English in all programs. ELA and content area tutoring is also offered in English. Bilingual students receive interventions in science, and social studies in Spanish during the Saturday Academy program. Prior to the state test in science, tutoring in Spanish is offered in the after-school programs for the purpose of reviewing curriculum. This tutoring is offered in Spanish and English. The TBE class receives a lot of instruction through non-fiction text in science and social studies during the mandated ESL periods.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is meeting the needs of our ELLs in both content and language by providing small group instruction during the day in the AIS period each student receives daily. This period enables the teachers to target speaking and listening skills and design instruction based on the specific needs of the group. This is particularly effective because individual attention can be given more efficiently.
11. What new programs or improvements will be considered for the upcoming school year?
- At this time we are not considering any new programs at IS98 for the upcoming school year. Emphasis is being placed on improving the current programs. To this end, after school tutoring offered to the TBE class will be given to homogeneously grouped students who will receive 45 minutes of ELA instruction and 45 minutes of math instruction each session. The students in the freestanding ESL class will receive ELA and math instruction from the general education teacher.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services will be discontinued. The exception would be if any of our ELLs fit the criteria for the ELAND review and then no longer qualify for ESL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at IS98 are eligible to participate in all school programs. Our programming is designed to facilitate various extracurricular programs/activities so as not to coincide with academic supports. We offer the following after-school, cultural and recreational activities to all ELLs: robotics, art, dance, basketball, drama and technology. In our initial open-house in September, all pedagogues and community based organizations participate and give an overview of programs offered to the students and families. A follow-up is sent to the homes to inform parents when programs begin. Newcomers and families learn about the programs offered to students and families during the interview and applications are given to all students for parent's signature for approval. When we do not get the application back from the family, the parent coordinator, follows through with a call to the parent. Pedagogues also contact parents when applications are not returned in a timely fashion.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The educational materials used to support ELLs are follows: Expeditionary Learning (6th, 7th, 8th grade) ESL students. This literature series, allows students to become independent thinkers, elevates their questioning skills, as well as allow them to learn to predict, summarize through reciprocal learning techniques. The TBE classes utilizes the same reciprocal learning techniques but their text is "English, Yes, a Learning English Through Literature" series, published by Jamestown Education. The bilingual class also uses, Scott-Fireman's, Language Development Activity Book, as well as "Access English", and "National Geographic" text are used to support teaching. All the classroom in our school facilitate instruction by the use of Smartboards and Apple by teachers and students. Our students work on educational web-sites to improve their linguistic skills. The following sites are used by all ELLs: Eduplace.com, ESL Lauries, Funbrain.com. Brainpop.com, Khan Academy (math), and Googlr for research.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE program the content areas are taught in Spanish. In the Freestanding ESL program native language is only used when necessary for understanding.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At IS98 classes are taught in allignment with the Common Core Curriculum, therefore any linguistic support is geared toward grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- During July all incoming 6th graders are invited to attend a 3 week program to become familiar with the school and their new

classmates. This allows the teachers to discover the needs of the students and to form relationships with them before the year begins. The program includes activities both on and off the school campus. During the year, new ELLs are encouraged to attend both our academic after school and Saturday school sessions and our extracurricular sessions which include robotics, art, basketball, and dance.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

NA

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at IS98 participate in workshops offered through the Office of English Language Learners. Both the ESL teacher and the Bilingual teacher attend workshops and meetings to learn or review different models of instruction for working with ELLs. Training also includes learning new approaches to teaching ELLS and examples of best practices from fellow teachers.

2. The ESL teacher and the bilingual teacher are required to attend all professional development sessions provided at IS98 regarding the Common Core Learning Standards. These sessions include training in literacy objectives, the Danielson Framework and workshops presented by the MSQI committee. In addition, throughout the year professional development is offered by the Regional Bilingual Education Resource Network (RBE-RN) on various topics pertinent to the teaching of ELLs.

3. Staff are provided with a roster of the ELLs at IS98 which includes assessment and biographical data in order to facilitate teacher understanding of situational factors impacting the lives of the students.

4. The staff at IS98 attend workshops offered throughout the year provided by the ESL teacher to gain insight into the different needs of ELLs. At these sessions, materials, techniques and strategies are shared to aid the teachers when working with the students. The following workshops were and will continue to be provided for personnel working with ELL, SWD and general population in our school:

September 16, 2013	- Middle School Quality Initiative Topic: Running Records
September 20, 2013	- Middle School Quality Initiative - Topic: Reciprocal Teaching - Guided Reading - Ms. Raza Sinaji I.S. 98x - 2:00 p.m. - 4:30 p.m. - Room 107
September 24, 2013	- Instructional Leaders - ELA Region 2 - Zerega Avenue -8:30 - 3:00 p.m. Topic: Danielson Component 1 & 2
October 24, 2013	- Middle School Quality Initiative Fordham University 8:30 - 3:00 p.m. Topic: Reciprocal Teaching
November 6, 2013	- David Marsh Topic: Just Words Period 5 - Room 111
November 15, 2013	- Teacher Professional Development - An Introduction to the Danielson 2013 Framework for Teaching Ms. A. Phifer, Achievement Coach, Network 608 Region 2 - 2:00 p.m. - 4:00 p.m.
November 19, 2013	NYS Language Regional Bilingual Education Resource Network Dr. Lillian Hernandez/Yolanda Delgado-Villao Topic: Action Plan for ESL and ESL-SWDs I.S. 98x -9:00 a.m. - 11:30:a.m. - Room 211
November 20, 2013	- Teacher Effectiveness - Danielson Frameworks 1 & 2 Ms. J. Lopez, Teacher Ambassador, TIF Room 107 - I.S. 98x- 2:50 p.m. - 4:00 p.m.

- December 6, 2013 - Portfolios in the Classroom - How they drive instruction?
Ms. Crane - Lead ELA teacher , Ms. Malone TIF
I.S. 98 - Room 107 - 2:00 2:50 p.m.

- December 13, 2013 - Word Generation - MSQI
Ms. Raza Sinaji
I.S. 98x - Room 107

- January 12, 2014 - Lanaguage Access Coordinators Training
Fordham University - 9:00 a.m. - 12:00 noon

- February 7, 2014 - Universal Design for Learning
Ms. Crane, Ms.Wallace. Ms. Barran
I.S.98x - 2:00 - 4:00 p.m. Room 111

- March 12, 2014 - Text Complexity - Strategies to Breakdown Text
AUSSIE Consultant - Ms. Pickett
I.S. 98x - 5th Period - Room 111

- March 19, 2014 - Testing Modifications
Review Testing Handbook - Ms. Pickett, Ms. Padilla
I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111

- April 23, 2014 - Assessment Portfolios
Ms. Barran, Ms. Crane, Ms. Pickett
I.S. 98x - 2:00 - 4:00 p.m. - Room 111

- May 21, 2014 - Reviewing the MOSUL
How to review the data on the 2013/2014 assessments?
Ms.Connell, Ms. Barran
I.S. 98x - 2:00 - 4:00 p.m. - Room 111

- June 6, 2014 - Reviewing Portfolios for Summer School Candidates
Region 2 - Network 608 Ms. A. Phifer
I.S. 98x - 2:00 p.m. - 2:50 p.m. - Room 111

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Monthly workshops are held prior to the parent association meetings to accommodate parents of ELLs whose primary language is Spanish. These workshops are led by the community based organizations, pedagogues and staff who discuss educational issues and their effects on the learning process of their children. These workshops also show the parents how to participate in their children's education. Translation services is provided to all Spanish parents. The other parents of students that speak another language, we invite family members who can translate for the parents. Although, many of the parents of children from Africa understand and speak English.

2. IS98 received a 21st Century Grant and is now working in collaboration with SOBRO. This involves the participation of our school with various community based organizations. These organizations come into our school and support both our students and their parents. Sports, social/emotional, and academic support is given by these groups. Parents receive GED/adult education classes.

3. At the beginning of the school year parents are given a written survey to determine their needs. The Parnt Coordinator is bilingual and therefore translates for all parents that speak Spanish only. Ms. Reyes, is constantly in communication with those parents that do not understand English. Teachers usually reach out to her when they need to contact a parent for any reason. The PTA is a volunteer and also helps with translating for parents. All letters and calendars that are sent home in English and Spanish. During the meeting with parents, especially in the monthly workshops, we have Ms. Reyes, Ms. Padilla, Bilingual C oordinator and Ms. Trejo, social worker, available to help with translations.

4. The needs of the parents are addressed according to the answers to the survey. In the past, parents have been offered ESL and computer literacy classes. They are given information about accessing academic information about their children through the ARIS portal and are introduced to websites in order to help their children with homework and research. On Saturday, November 2, 2013, we began computer and ESL classes for parents. We have about 30 parents registered for these classes. The parents attend the computer class from 8:30 a.m. to 9:50 a.m and the ESL class from 10:00 to 12:30 p.m. The parents also get to each lunch with their children after the program.

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

September 11, 2013	Open House - SOBRO overview of Programs to be offered throughout the school What are bilingual and ESL programs? Ms. Padilla I.S. 98 staff participated as well as Ms. Irobunda Principal and Parent Coordinator I.S. 98x Auditorium - 5:00 p.m. - 6:30 p.m.
October 16, 2013	SOBRO - Topic: How to deal with child's behavior Parent's will learn effective ways to reclaim their posotion as parents and use positive discipline to improve their relationship with their children I.S.98x Auditorium - 5:00 p.m. - 6:30 p.m.
October 18, 2013	How to help your child choose a H.S.? Como puedes ayudar a tu hijo(a) escojer una escuela superior? Ms. Parker - Guidance Counselor/Ms. Padilla (interpreter) I.S. 98x Auditorium - 9:30 a.m. - 11:00 a.m.
November 20, 2013	Topic: How Attendance and Punctuality Apply to Student Achievement Ms. Padilla, Bilingual Coordinator, (interpreter) Mr. Smith - Robotic/Tech Teacher - Student's presented awards for 100% attendace in Sept. /October I.S. 98x Auditorium - 5:00 - 6:30 p.m.
November 2, 9, 16, 23	SOBRO - Topic: How to use ARIS - These workshops teach the parents how to use the Achievement Report Innovation System.

I.S. 98x - Room 211 - 8:30 a.m. - 9:50 a.m.

December 18, 2013

How to prepare your child for state examinations?
Ms. Pickett, Asst. Principal, Ms. Padilla (interpreter)
I.S. 98x - Auditorium - 5:00 p.m. - 6:00 p.m.

January 15, 2014

Topic: Fuel/Food (Choose My Plate.org.)
Nutritional Value of a Balanced Meal
School dietician invited guest - Ms. Padilla interpreter
I.S. 98x - Cafeteria - 5:00 p.m. - 6:30 p.m.

February 12, 2014

Topic: How Effective are tutoring programs in Increasing Student Achievement?
Ms. Connell, Asst. Principal - Ms. Padilla, Interpreter
I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.

March 19, 2014

Topic -How to Build Your Child's Self Esteem
Ms. Trejo - Social worker - interpreter
This workshop is based on the program "Self Esteem, a Family Affair"
I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.

April 23, 2014

Topic: Attention Deficit Hyperactivity Disorder (ADHD)
Ms. Pearlman, Psychologist, Ms. Trejo, social worker (interpret)
I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.

May 21, 2014

Topic: Financial Literacy
Presenter: SOBRO - The ABC's of financial literacy
I.S. 98x - Auditorium 5:00 p.m. - 6:30 p.m.

June 18, 2014

Summer Educational and Recreational Programs
Ms. Trejo - Social Worker - Ms. Reyes - Parent Coordinator
I.S. 98x - Auditorium - 5:00 p.m. - 6:30 p.m.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Herman Ridder PS 98

School DBN: 12x098

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X98 School Name: Herman Ridder

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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