

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M198**

**School Name:**

**P.S. 198 ISADOR E. IDA STRAUS**

**Principal:**

**NANCY EMERICK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 198M School Number (DBN): 02M198  
Grades Served: Pre-Kindergarten-Fifth Grade  
School Address: 1700 Third Avenue, New York, NY 10128  
Phone Number: 212-289-3702 Fax: 212-410-1731  
School Contact Person: Nancy Cabrero Emerick Email Address: NEmeric@schools.nyc.gov  
Principal: Nancy Cabrero Emerick  
UFT Chapter Leader: Michelle Bellizzi  
Parents' Association President: Phil Horton  
SLT Chairperson: Alison Overholser  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie Laboy  
333 7<sup>th</sup> Avenue, New York, NY 10001  
Superintendent's Office Address: Room 713  
Superintendent's Email Address: blaboy@schools.nyc.gov  
Phone Number: 212-356-3815 Fax: (212) 769-7619

**Borough Field Support Center (BFSC)**

Manhattan (Districts 1,  
2, 3, 4, 5, 6)  
BFSC: \_\_\_\_\_ Director: Yuet Chu  
Director's Office Address: 333 7th Avenue, Manhattan, Room 828, New York, NY 10001  
Director's Email Address: Ychu@schools.nyc.gov  
Phone Number: 917-705-5856 Fax: 212-356-7564

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Cabrero	*Principal or Designee	
Michelle Bellizzi	*UFT Chapter Leader or Designee	
Alison Overholser	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Natasha Djuravcevic	Member/ Teacher	
Talia Berger	Member/ Teacher	
Veronica Vega	Member/ Teacher	
Beth Pilchik	Member/ Parent	
Janet Horn	Member/ Parent	
Eugenia Tinsley	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joshua Young	Member/ Parent	
Holly Varsalona	Member/ Parent	
Katharine Macmanus	Member/ Administration	
	Member/	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### Section 4: CEP Overview

PS 198M, the Isidor and Ida Straus School, is a nurturing, learning community committed to academic excellence. Our school community believes that we must encourage the abilities and talents of all students by providing varied and differentiated opportunities and resources that develop their academic, creative and leadership capabilities.

PS198 has 497 students (235 females - 47.28% and 262 males - 52.72%), a staff of 71 which includes 30 Pre-Kindergarten-5<sup>th</sup> grade classroom teachers, including Gifted & Talented and Integrated Co-Teaching (ICT) classes on every grade, five certified specialists in the areas of Science, Art, Physical Education, Music and Technology and a teaching staff which also includes Paraprofessionals, a Special Education Teacher Support Services (SETSS) teacher, English-as-a New-Language (ENL) teacher, Occupational and Physical therapist, Speech therapists as well as two school psychologists and a full-time Guidance Counselor and Social Worker.

Known by our school community as **"A Big City School with a Small Town Feel,"** PS198 is among the most ethnically diverse in District 2's Upper East Side of Manhattan. Our demography consists of 26.7% Latino, 46.44% White, 10.59% African American and 15.4% Asian students: 35% of the community receives free and reduced lunch, 5.5% receive special education services and 6.52% are English learners.

Our Parent Teacher Association (PTA) and administration work together to improve school-wide communication and engagement opportunities so that more families are informed and participate. From weekly and monthly newsletters to grade wide Coffee Chats to more family type events such as Family Fridays, Curriculum Nights, Back to School Mixer, Halloween Game Night, International Night with PS77 to our Spring Carnival and Street Fair, PS198 is working hard to create a community for both our students and the local residents.

In addition to the PTA and administration, our students have a voice. From representing PS198 on the PS198/PS77 Student Council and Green Team, our students enjoy being PS198 Bulldogs and take pride in working towards making our community stronger.

While our staff size and school budget has been reduced in the last few years, we are proud that the social and academic growth of our students is a priority for all decisions made in the classroom and for the school. We are proud of the work our staff and families has done to ensure the quality of education within our building is not sacrificed.

According to PS198's 2014-15 Quality Review, the plan PS198 has set forth is working. " The school has put forth tremendous effort to transform its culture into one of high expectations that are shared by students, parents and faculty. A culture for learning and a system of accountability drives our progress and all stakeholders are focused on ensuring that students reach their goals and are prepared for the next levels of their education. School leaders have placed great emphasis on sharing a vision of high expectations that the staff has embraced. When the whole staff was involved in re-crafting the school's mission and vision, there was clear reinforcement of the messages of professionalism and the urgency to have high expectations for students. Clear expectations about behavior, attendance, and punctuality are connected directly to student success in the present and for the future.

PS198's curriculum uses Go Math! (K-5), Core Knowledge (K-2), and Expeditionary Learning (3-5). Children are taught to develop critical thinking skills and work on important traits such as perseverance as they study topics deeply and across multiple academic subjects. The student resources available with these curricula enable our teachers to better diversify their teaching methods for different students (Danielson 3C). Teachers work together and adjust the curriculum to suit the needs of individual students (above and below grade standards). Furthermore, parents are noticing their children are writing with greater understanding of structure and learning how to make greater connections in one subject and then learning to expand and weave that information into other subjects.

To complement the curriculum, each grade receives a special learning enrichment such as Yoga, NYChess Kids, Sci-Tech Kids:Robotics, Dancing Classrooms, New York Historical Society - Architecture and History, art Artworks and Rosie's Theater Kids-Musical Drama. In addition to these grade-wide enrichments, PriceWaterHouseCoopers

(PWC) and PS198 have extended their Creative Computing program for a second year. This program, a first of its kind in NYC, teaches creative computing and coding to our fourth graders. In addition, the Playworks program includes a full-time coach who works at PS198 teaching creative play, developing leadership competencies and promoting physical activities, before school, during and after the school day. After school, our students participate in a variety of activities including Sci-Tech Kids, Chess, Corbin's Crusaders, Young People's Chorus, Story Pirates, Marymount School Homework help and Teacher Clubs.

While we continue to focus on Speaking and Listening (Danielson 3B), the school-wide instructional focus this year is also focused on Intellectually Engaging Students in Learning (Danielson 3C) in all content areas. All of the goals we set below are specifically designed to both the Danielson framework and NYS Common Core standards.

## 02M198 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	464	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.6%	% Attendance Rate		93.2%
% Free Lunch	49.1%	% Reduced Lunch		8.5%
% Limited English Proficient	6.3%	% Students with Disabilities		20.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		14.3%
% Hispanic or Latino	37.8%	% Asian or Native Hawaiian/Pacific Islander		13.1%
% White	33.9%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.8%	Mathematics Performance at levels 3 & 4		39.0%
Science Performance at levels 3 & 4 (4th Grade)	77.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of English Language Arts (ELA) data from the New York State English Language Arts exam, 40% of students scored “proficient” (level 3 or 4) in grades three to five.

Based on a review of data, ELA student proficiency levels decrease from 49% in grade three, to 47% in grade four, to 15% in grade five. After a review of corresponding reading level data, as assessed through Fountas & Pinnell, the school had 57% of students reading at or above grade level as of June 2015. The proficiency in grades K-2 was 72%, while the proficiency in grades 3-5 was 42%. Based on a review of this data, school leadership has agreed to address the need for additional reading interventions, means of assessment, content and vocabulary-rich programming, as well as allocating funds for additional classroom resources.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in the number of students in grades K-5 reading at grade level or above as measured by the Fountas & Pinnell (F&P) reading assessments. We will accomplish this through the implementation and progress monitoring of various programs led by classroom teachers and support staff further detailed in Part 3’s Action Plan.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Implementation of the Just Words program (4 and 5 Grades)</p> <p>All third grade students are administered a pre-screening assessment provided from the research based Just Words program. After a whole classroom screening is given, based on percentile of accuracy, students are selected for a more in-depth word analysis screening that is conducted one-on-one. When screening is complete, if a student's assessment percentile of accuracy falls below a benchmark, they are selected to receive the Just Words intervention, which is administered throughout the 4th and 5th grade school years. Families are notified at the beginning of the 4th grade school year via personalized parent letter that their student will be involved in this program. Supportive materials are sent home monthly.</p>	<p>Teachers</p>	<p>Nov. 2015 – June 2016</p>	<p>Assistant principal will handle scheduling and organization of training. Special Education Teacher Support Service (SETSS) teacher and select classroom teachers in grades 4 and 5 will deliver the program on a daily basis.</p>
<p>Great Leaps (2- 5 Grades)</p> <p>Students in grades 2-5 are administered a Great Leaps diagnostic assessment provided by the research based Great Leaps program. Students that score below the grade appropriate benchmark are selected for this intervention. Targeted students receive one-on-one intervention, 3 times a week, in the areas of phonemic awareness, sight word recognition and fluency in story reading by a trained faculty member.</p>	<p>Teachers</p>	<p>Nov.2015 – June 2016 Monthly PD on Tuesdays</p>	<p>Asst. Principal will handle scheduling and organization of training. Special Education Teacher Support Service (SETSS) teacher and select classroom teachers in grades 2-5 will deliver the program.</p>

<p>Wilson Reading (1 -5 Grades)</p> <p>Students will participate in a multi-sensory systematic phonics, fluency, vocabulary, spelling and comprehension program. These students are selected based on reading assessments which indicate they a reading below the grade benchmark. The research based Wilson Reading intervention program is administered by a trained faculty member. Families are notified at the beginning of the school year, via personalized parent letter, that their student will be involved in this program. Supportive materials are sent home monthly.</p>	<p>Special Education Teacher</p> <p>Support Service Teacher</p> <p>Students who receive SETTS</p>	<p>Sept.2015 - June 2016</p> <p>New York City DOE PD opportunities.</p>	<p>Asst. Principal will handle scheduling and organization of training. Special Education Teacher Support Service (SETSS) teacher</p>
<p>Ongoing Guided Reading instruction (K-5 Grades)</p> <p>Teachers read with student and capture reading behaviors on running records that are then analyzed to determine appropriate groupings for guided reading groups. Students who score below grade appropriate benchmarks are targeted for this intervention instruction. It occurs in small groups that are teacher guided with appropriately leveled texts. Students receive instruction in skill area that is applicable to reading habits and will allow them to become fluent readers who read for meaning. Parents are notified of student reading progress and the ongoing goal setting. Reading logs capture the development of reading stamina as the books in the student independent book baggie increase in level. Parents are held accountable for signing off and monitoring student reading. Parents are also notified of reading levels in comparison with grade benchmarks through parent teacher conferences. All students and parents are encouraged to read to and with each other for a specified time frame each day. There is a Summer Reading Challenge program that promotes reading during the summer. Students are encouraged to participate and receive a plaque at the start of the school year.</p>	<p>Teachers</p> <p>Students who are below grade level benchmark</p>	<p>Sept.2015 – June 2016</p> <p>Common Planning time.</p>	<p>Asst. principal will handle resource allocation. All classroom teachers provide guided reading instruction. SETSS teacher provides additional guided reading support for select students.</p>
<p>Implementation of interdisciplinary literacy programs,</p> <p>Core Knowledge (K-2 Grades) and Expeditionary Learning (3-5 Grades)</p> <p>New research based curriculum in ELA was selected. It includes components that target the need areas of our student population. The skills addressed in both of these curricular programs</p>	<p>Teachers</p> <p>Students in grades K through 5</p>	<p>Sept.2015 – June 2016</p> <p>Common Planning time.</p>	<p>All classroom teachers are responsible for program implementation. Principal and Asst. Principal are responsible for scheduling staff development, supervision of data inquiry, and evaluative feedback and growth plans for teachers.</p>

<p>build on foundational reading skills where our school data shows a deficit. Throughout both of these programs, students are exposed to interdisciplinary instruction in the areas of Social Studies and Science. Programs are differentiated in the classroom and target groups are selected through curriculum-based assessments. Families are invited in for Family Fridays and are invited in for Curriculum Night to learn more about the components of these new programs. Parent workshops are led by teachers throughout the year, the purpose of which is to improve the child's reading ability. Parents are encouraged and always invited to meet with their teacher for ongoing conversations about their child's progress and learn ways to support them.</p>			
<p><b>Nessy Reading and Spelling (K-5)</b></p> <p>Nessy uses strategies and games that were first proved to be highly effective in the classroom, especially for students who do not seem to learn following conventional methods.</p> <p>Students begin with a skills assessment in reading and spelling. Target areas are identified and are unique to each student. As students make their way through the levels, they are building skills. Assessment of skills and progress is on going. This interactive program allows students to have an individualized approach to working on the specific reading and spelling skills that they need.</p>	<p>Students identified as below grade level in reading and spelling.</p>	<p>October 2015 - June 2016</p>	<p>Classroom teachers of students who use the program are responsible for ensuring that each student uses Nessy for at least 30 minutes, 3 times per week.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources will be allocated to support the implementation of selected programs including purchasing of materials for Great Leaps, Just Words, Core Knowledge and Expeditionary Learning. Additionally, multi-day teacher training, pre-implementation screens of all 2015-2016 fourth/fifth grade students, space allocation and communicating to families strategies to support progress toward the identified goals.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers are expected to formally and informally assess students’ independent reading level and submit records of reading levels five times per year. Formal Fountas and Pinnell reading assessments are administered in September, February, and June. The curriculum also provides pre and post assessments in each unit to monitor student progress and are used to target need areas in an on-going manner. By February 2016, there will be a 2% increase in the number of students in grades K-5 reading at grade level or above as measured by Fountas and Pinnell reading levels.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The school’s most recent state testing data in math revealed growth from 2014-2015. In 2015, 46% of students in grades 3-5 met proficiency as compared to 40% in 2014. Data analysis indicates that students performed better on multiple choice items than constructed response. 2014-2015 Quality Review ratings suggest further work as a school is needed in domain 1.1 which addresses improvement in rigorous instruction. By increasing the rigor in our classrooms, students will develop the critical thinking skills necessary to meet proficiency as outlined in the CCLS.

Additional observation and reflection analysis by supervisors and team leaders have revealed a need for greater content understanding for teachers in grades 3-5 including targeted professional development that addresses in critical areas outlined above. Additional content support for parents in trends of the CCLS is necessary based upon feedback.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, there will be a 2% increase in the number of students in grades 3- 5 who will achieve a proficient level (3 or 4) on the NY State Mathematics Examination.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Third Grade teacher teams will be provided monthly planning time, with the intent to elevate the rigor and focus in the critical area of operations and algebraic thinking. They will use exemplars to supplement the Go Math curriculum. Fourth and Fifth Grade teacher teams will be provided monthly planning time, with the intent to elevate the rigor and focus in the critical area of numbers and operations - fractions. They will use exemplars to supplement the Go Math curriculum.</p>	<p>3<sup>th</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Teachers</p>	<p>September 2015- April 2016</p>	<p>Asst. Principal, Grade team leaders and members</p>
<p>Select teachers will establish after school intervention cycles for targeted students in grades three to five with assessment- and data-based areas for improvement within critical areas of Operations &amp; Algebraic Thinking (3rd grade) and Numbers &amp; Operations – Fractions (4th and 5th grades).</p>	<p>3<sup>th</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Teachers</p>	<p>September 2015- April 2016</p>	<p>Principal, Asst. Principal, Grade team leaders and members</p>
<p>Teachers will collaborate to create additional opportunities for parent engagement and content understanding of targeted critical areas in CCLS through parent workshops, classroom visitations, and preparation of digital and print resources.</p>	<p>Classroom Teachers</p>	<p>September 2015- June 2016</p>	<p>Asst. Principal, Grade team leaders and members, Parent Coordinator</p>
<p>Select staff members will engage in professional development cycles to enrich content knowledge and understanding in mathematics. This will include inter visitations and coaching support from Assistant Principal and teacher leaders.</p>	<p>Classroom Teachers</p>	<p>September 2015- June 2016</p>	<p>Asst. Principal, Grade team leaders and members</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Allocating anticipated budget for after school mathematics support for students, annual subscription to digital exemplars resource online, Go Math! student consumable worksheets as well as substitute teachers to facilitate cycles of intervisitation for mathematics professional development.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, student performance will have improved by 1% by utilizing the Go Math! Mid-Year benchmark assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Upon review of the Chronically Absent Tool (CAT), we were able to understand our attendance rate more comprehensively and what it means for students to be At-Risk, Chronically absent and Severely absent. The data from the 2014-2015 CAT showed the following data:

% of students in school	Attendance rate	CAT Category
8%	89-94% attendance	At-Risk
6%	80-89% attendance	Chronically absent
0%	79% or lower attendance	Severely absent

The 2014-2015 data informs us that we have improved in the category of Severely absent but we continue to have attendance challenges in the categories of Chronically absent and At-Risk. By targeting our Chronically absent students we will be able to improve our overall attendance rate.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school’s attendance rate year-to-date will increase by 1%, from 94% to 95%, as evidenced by attendance data. The attendance team includes the Principal, Parent Coordinator, School Secretary, Guidance Counselor, and Social Worker who are actively monitoring the attendance program. We will use the Chronically Absent Tool (CAT) as the instrument for measurement of achievement of the goal.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly Attendance Committee meetings will take place to review and discuss attendance data. Closer attention to progress or other changes of the data will be given to the At-Risk, Chronically and Severely absent students. The team will develop strategies to improve the attendance of students with chronic attendance. Discussions will take place to organize attendance celebrations for families and students who have improved and moved from Chronic to At-Risk or to Satisfactory status.</p>	<p>All students</p>	<p>Sept.2015- June 2016</p>	<p>Guidance Counselor, Parent Coordinator, School Secretary, Assistant Principal; Principal</p>
<p>A Parent Summit will be scheduled once a year for the families of the students who are At-Risk, Chronically and Severely absent. The workshop will present research-based information that explains the consequences of frequent absences and latenesses which greatly affects the academic success of their children.</p>	<p>At risk chronically and severely absent students</p>	<p>March 2016</p>	<p>Attendance Committee; Social Worker</p>
<p>Personalized letters and a copy of the Report of Individual Student Attendance (RISA-details cumulative absence) will be distributed to families of students who have At-Risk, Chronic or Severe attendance. This will happen during parent teacher conferences (three times a year.)</p>	<p>At risk, chronic or severe attendance students</p>	<p>Sept.2015- June 2016</p>	<p>Attendance Committee</p>
<p>The Parent Coordinator will look at daily attendance data and disseminate letters to the families of the students that are absent and late. Information on the letter will include an update of the number of days absent and late. Letters will be distributed on a daily basis.</p> <p>Individual meetings will be held on a needs basis with families of students with chronic and severe attendance. Assignments of parent conferences will be decided upon during the monthly Attendance Meetings.</p>	<p>Pre-K - Fifth Grade Students and Families</p> <p>Families of students who present at risk, chronic or severe attendance</p> <p>Families of Chronic attendance</p>	<p>Sept.2015- June 2016</p> <p>Sept.2015- June 2016</p>	<p>Parent Coordinator; Attendance Committee</p> <p>Attendance Committee</p>

<p>Attendance celebrations will be scheduled for families who have improved from the Chronic attendance category. The families will be invited via phone call, letter and/or email.</p>	<p>Students  All families</p>	<p>Nov.2015, March 2016 , June 2016</p>	<p>Attendance Committee</p>
<p>During Curriculum Night, an attendance presentation will be included describing the advantages of attendance and disadvantages of non-attendance. Information outlining research based findings related to attendance will also be distributed to the entire school community.</p>	<p>All families  Families of Third and Fourth grade students</p>	<p>Sept.2015</p>	<p>Attendance Committee</p>
<p>The attendance presentation held during Curriculum Night will be presented during a PTA meeting in the month of October.</p>		<p>Oct. 2015</p>	<p>Social Worker</p>
<p>Third and Fourth grade families will receive additional information about the effects of attendance on middle school placement. This information will be shared at Curriculum Night teacher presentations held in the classrooms, PTA meetings, Principal’s monthly letters, and presented to 4th grade families by the Guidance Counselor and by the Middle School Choice Coordinator when addressing the middle school process.</p>	<p>All students  Students with 100% attendance</p>	<p>Nov. 2015, March 2016</p>	<p>Guidance Counselor; Teachers</p>
<p>An attendance assembly for the entire school community will take place prior to our lowest attendance months (December and June) to help achieve our goal to improve the data collected from RISA.</p>			<p>Attendance Committee</p>
<p>Trophies will be distributed to students who achieve 100% attendance during the 2015-16 school year.</p>		<p>Oct. 2015, May 2016  June 2016</p>	<p>Attendance Committee</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Engagement Tuesdays and scheduled morning meetings throughout the year will deliver information to families about the importance of attendance and provide strategies for improvement. Daily letters will go out to parents whose child is chronically late or absent. Letters will reflect an update of their child's time and attendance record. The Attendance Committee will meet with groups of parents for the Parent Summit and with individual parents, as needed, including home visits by the Attendance Teacher and Social Worker. Attendance incentives will be provided by the PTA and Parent Coordinator funds. The Attendance Bulletin Board and monthly school-wide morning announcements over the PA system will acknowledge classes (First, Second and Third Place) with the best attendance. A list of the names of students with perfect attendance for each month, will be posted on the Attendance Bulletin Board.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress will be monitored at monthly attendance committee meetings by reviewing the RCUA (cumulative absent report for the school). Based on previous years' data, there is a drop in attendance rates in December and January. Our mid-year January 2016 attendance goal is to maintain an attendance rate that is within 1% of our September 2015 attendance rate.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher referrals and 4 & 5 graders that meet the Just Words Specific Criterion	Just Words  Wilson  Great Leaps  Nessy ELA	Small group and one-on-one	During school day in either push-in or pull out services
<b>Mathematics</b>	Students not meeting benchmarks will be provided for intervention services.	Guided math practice Nessy Math	Small group and one-on-one	During school day in either push-in or pull- out services
<b>Science</b>	Students will be provided science intervention based upon ELA and Science assessments.	Guided reading and writing	Small group and one-on-one	During school day in either push-in or pull- out services
<b>Social Studies</b>	Students will be provided social studies intervention based upon ELA assessments.	Guided reading and writing	Small group and one-on-one	During school day in either push-in or pull- out services
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students are recommended by the Response to Intervention Team (RTI) which includes classroom teachers, administration and all service providers in the school.	Cognitive Behavioral Therapy          At-risk school based counselling services for students (K-5)	Small group therapy for students in grades 4 and 5 based on needs assessment.          Small group and one-on-one	During school day delivered by Child Mind Institute clinicians          During school day in either push-in or pull- out services delivered by school Guidance Counselor and Social Worker

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS198-Isidor and Ida Straus School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. PS198-Isidor and Ida Straus 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

**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: <u>Straus School</u>	DBN: <u>02M198</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ There is on-going collaboration throughout the school year between classroom teachers and the ESL teacher to identify specific linguistic and academic difficulties of individual students. The ESL teacher will provide the support to use appropriate ESL methods, strategies and techniques to support students' achievement. Title III funds will be used to implement a five-week study group for five teachers to support ELLs in the classrooms on Thursdays beginning December to February. Teachers will discuss and review teaching strategies in two books – Academic Conversations:

### Part C: Professional Development

Classroom Talk that Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford, and Teaching the Core Skills of Listening and Speaking by Erick Palmer. Teachers will use different strategies to identify the needs to support ELLs in classroom instructions in development of oral and expressive academic language. Teachers will discuss how the teaching strategies were implemented in classroom instructions to assist ELLs. The discussed strategies will be shared with other staff to provide effective instructions to meet the needs of all ELLs in classroom. The ESL teacher will turn-key from any CFN workshops/meetings and conferences for classroom teachers. Throughout the year, all teachers serving ELLs will be encouraged to attend any professional development offered by NYCDOE, DELLSS and CFN.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services	_____	_____

**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.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>198</b>
School Name <b>The Isidor and Ida Straus School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Nancy Cabrero</b>	Assistant Principal <b>Katharine Macmanus</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Minjung Jamie Kim</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Danielle Santana</b>
Related-Service Provider <b>Karen Bugden</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	441	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	30	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	30		3	3		2	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	3	1	1										0
Chinese		1	1			2								0
Russian	1	1												0
Bengali														0
Urdu		1												0
Arabic	1	3		1	2	2								0
Haitian														0
French			1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	2		2										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	3	1	2										0
<b>Emerging</b> (Low Intermediate)		1			1	1								0
<b>Transitioning</b> (High Intermediate)		3	1			1								0
<b>Expanding</b> (Advanced)	3	3	2	1	1	2								0
<b>Commanding</b> (Proficient)	9	2	1	3	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1	1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	1	3	2	7									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			0
4	5	1			0
5	3				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1				1		1		0
4	4				1		2		0
5	4								0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2				2		2		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P.S. 198 uses informal and formal assessments throughout the school year. P.S. 198 uses Fountas and Pinnell assessment programs, teacher-created assessments, and Core Knowledge and Expeditionary Learning assessments. The information collected through assessments is to set goals for each student and differentiate instructions. Based on assessments, the students who need additional support are given through small group Tier II interventions include Learning Leaders, Nessy, Great Leap, Just Words Wilson programs, Marymount afterschool homework help programs. ELLs are also assessed with on-going informal and pre- and post-unit study assessments in reading, writing, listening, and speaking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across proficiency levels (the NYSITELL and NYSESLAT) show there are no ELLs who are still performing at a Beginner Level after completing 3 years. ELLs at P.S. 198 have moved up at least one level. This data is consistent with research that states Basis Interpersonal Communication Skills (BICS) can develop within 0-3 years and Cognitive Academic Language Skills (CALP) develop in approximately 5-7 years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Observing NYSESLAT scores, ELLs in K-2 as well as 3-5 achieved overall higher scores in Listening & Speaking than Reading & Writing. Therefore, ELLs can become advanced or proficient in Listening & Speaking within 3 years of receiving ESL services. Comparatively, the Reading & Writing scores were lower, and take longer to reach an Advanced or Proficient level. AMAO data collected will guide us to focus instruction on improving reading and writing skills.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. The results show that students are able to attain oral language skills much more rapidly than reading and writing skills, which require more time to develop and more specific instruction to help students achieve. It also highlights how the balanced literacy model of instruction school wide has greatly helped ELL students to attain higher levels of English in a short time as in the early grades they are learning literacy and language simultaneously with their native English classmates and showing success with their NYSESLAT scores. The scores indicate an overall need to provide more support and instruction in literacy skills in order to help ELLs advance their reading and writings skills more rapidly. However second language learning, reading and writing skills usually takes longer to develop than listening and speaking, but we still need to shorten the gap as much as possible to help ELLs achieve in literacy.
- b. The E N L teacher and classroom teachers share the data from the ELL Periodic Assessment to guide and differentiate instruction according to students' needs.
- c. Students take the ELL Periodic Assessment in English. We do not provide instructions in native language, however bilingual staffs provide ELLs assisting in their native languages when needed. Native language resources and materials are accessible to all ELL students. Some students have shown difficulty on ELL Periodic Assessment in English due to their limited language and how language is used.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] P.S. 198 uses the collected data to provide the instructions for students including ELLs for more targeted and intensive academic instructions in ELA, Social Studies and Mathematics. For each ELL who scores below specified levels of performance on the annual assessment, P.S. 198 RTI team will determine the additional services to provide the student when it is presented to the RTI team in which will be aligned to any intervention plans.
6. How do you make sure that a student's new language development is considered in instructional decisions? ELLs students are provided with English and native language dictionary and iPad translation app as well as a small group instruction support with classroom paraprofessional, Learning Leaders, and peers. P.S. 198 uses information on the students' educational history and cultural background during in-take interview process. The collected information will provide to all teachers considering students' new language development in making instructional decisions.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). From the progress from NYSESLAT and annual standardized exam reports and informal assessments such as portfolio, students have shown improvement in their language skills.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- Upon enrollment in the NYC public school for the first time, the parent completes a HLIS (Home Language Identification Survey) with the assistance of a licensed pedagogue (ENL teacher) who is familiar with the process of completing the HLIS. HLISs are also made available in parents' home languages. At the time of registration, the ENL teacher guides parents through HLIS and conducts the oral interview with the student's parent/guardian to find out if a student received any formal school education in the United States and/or in their native country and its duration. During the registration process, the ENL teacher also interviews the student if the student is able to communicate in English. If the ENL teacher is unable to speak the student's and the parent's/guardian's native language, a translator is available to assist with the translation. Then the E N L teacher signs off on the HLIS whether the home language is English or another language. If the E N L teacher determines that the home language is other than English, a NYSITELL (New York State Identification Test for English Language Learners) is given to the student within 5 days of admission. Once the student is tested, the ENL teacher determines (1) if the student is eligible for services, (2) if so, what level the student is (entering, emerging, transitioning, expanding, commanding) so they can be placed appropriately in a group that will fulfill the required mandate for services per week. Any new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELL based on NYSITELL results will be administered the Spanish LAB during the 10-day test window.

If the student is a transfer student, the ENL teacher is given the student's biographical information to determine if the student was receiving ENL services in prior school or if the student was eligible for testing. If the student didn't receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) scores, the ENL teacher uses the scores to determine the needs of the student in Speaking, Listening, Reading, and Writing when scheduling ESL instruction. The ENL teacher also uses students' NYSESLAT scores from the previous year through ATS reports to determine the individual student's needs when creating ENL instruction schedule for the year. All parts of the NYSESLAT (reading, writing, listening and speaking) is administered to all entitled ELLs as indicated by the NYSESLAT eligibility report from ATS. The instruction groups are based on students' grade and NYSESLAT scores in all four modalities. For example, if the student is proficient in Speaking and Listening, but the scores are low in Reading and Writing then the instruction is planned to reach Proficient in Reading and Writing on NYSESLAT. NYSESLAT scores are used to monitor the student's progress to determine the needs and to assist achieving proficiency in NYSESLAT. All students who did not score proficient in NYSESLAT in the previous year and did not meet the cut score for NYSITELL, take the NYSESLAT.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During enrollment process at the time of the completion of the HLIS, parents are asked to indicate prior schooling. If there are indications within the ELL identification process that a student has had an interruption in formal schooling, the ENL teacher will administer the oral interview questionnaire. The ENL teacher may ask and review a student's prior schools work and progress report. The procedure for evaluating SIFE will be determined within 30 school days from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEPs will be discussed during RTI meeting/LPT meeting which includes principal, assistant principal, social worker, guidance counselor, school psychologist, speech pathologist, physical therapist, occupational therapist, SET/SS teacher, school/district administrator, a student's parent or guardian and ENL teacher. The LPT determines the student's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, the ENL teacher will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT to not give the NYSITELL, a final decision is made by the superintendent. The interpretation for parent will be provided in home language if needed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The entitlement and non-entitlement letters in students' home language and English will be sent home within the first five days of school for new students. and continued entitlement letters for returning students with a copy of NYSESLAT parent report (if available) within the first week of school. Parents are asked to sign and return a tear-off portion from the entitlement letters ensuring that parents have received, read, and understood the entitlement letters. All copies of distributed entitlement letters and tear-off returns are kept on file. For new students, the entitlement letter is sent home stating that their child is entitled to receive ENL services for the entire school year. Parents are asked to fill out Program Selection and Parent Survey forms during the orientation. If the parents can't attend an orientation, the ENL teacher will contact parents of newcomers for individual meetings or phone conferences and resend the letter and forms. If the parents are unable to get in contact, the ENL teacher will send home a letter that the student will be placed in a Transitional Bilingual Education Program. Since P.S.198 does not offer a Transitional Bilingual Education Program, if the parents do not return program selection form, the student will be placed in the ENL program. All correspondences are done in parents' preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the orientation, parents are informed regarding re-identification process by the ENL teacher. A written request from a student's parent or guardian or a student's teacher with a written consent from the parent or guardian must be provided to proceed with the process. All correspondences will be done in parents' preferred language. All copies of letter will be filed and maintained in the student's cumulative file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After the student is identified as an ELL, an entitlement letter is prepared for parents (letters are made available in home languages) to inform that their child has been tested, their eligibility for ENL services, and invites them to attend a Parent Orientation Meeting to learn about program options (Transitional Bilingual Education, Dual Language, and Freestanding ENL). Interpretation service is provided by staff members, parent volunteers or teachers upon request. The certified ENL teacher conducts the orientation and the Principal and/or the Assistant Principal and/or the Parent Coordinator welcomes parents for the orientation. At the parent orientation, parents watch the orientation video provided by NYCDOE explaining programs offered by NYCDOE, which are offered

in their native languages. Parents are also provided with Parent Brochures explaining each program (Transitional Bilingual Education, Dual Language, and Freestanding ENL/ ESL) in their native language. After watching the orientation video, parents are given the opportunity to ask questions about the programs. Then parents are asked to complete a Program Selection form and Parent Survey, and select a program they feel is best for their child. Since P.S. 198 does not offer a Transitional Bilingual Education Program, if the parents do not return program selection form, the student will be placed in the ENL program. The ENL teacher will contact parents who have previously chosen a Transitional Bilingual Education or Dual Language program when the program becomes available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are asked to complete the Parent Survey and Program Selection forms at the end of the ELL Parent Orientation. If the school does not have the sufficient number of students of the same home language and on the same grade or two contiguous grades, and the parent adamantly wants either a bilingual or a dual language program, then the school sends the information to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) to assist parents. The parents can choose to transfer their child to another school if P.S. 198 does not offer the program. The ENL teacher will contact parents who have previously chosen a Transitional Bilingual Education or Dual Language Program when the program becomes available. All returned forms will be kept in students' cumulative file and the ENL teacher keeps copies for the record.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Survey and Program Selection forms are collected at the end of the ELL Parent Orientation. If the parent does not return the form within 5 school calendar days, the student must be placed in ENL since a bilingual program does not exist at the school. The ENL teacher documents and includes attempts to gather initial parent selection preference.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are sent after the ELL parent orientation in their home language and English with students. Parents are asked to sign and return the letters ensuring that parents have received, read, and understood the letters. All copies of distributed letters and tear-off returns are kept on student's cum file and the ENL teacher keeps copies for the record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All original ELL documentation for each child is kept in student's cum file and the ENL teacher keeps copies for the record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support notification letters for returning students with a copy of NYSESLAT parent report (if available) within the first week of school in their home language and English. Parents are asked to sign and return a tear-off portion from the letters ensuring that parents have received, read, and understood the letters. All copies of distributed letters and tear-off returns are kept on student's cum file and the ENL teacher keeps the copies for the record.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on the trend of the Program Selection form over the past few years, a Freestanding ENL has been their first choice. Most of the parents chose to keep their child at P.S. 198 rather than transferring to another school that offers the Dual Language or Transitional Bilingual programs. Although some parents showed interests in a Dual Language Program, P.S. 198 unfortunately cannot offer to provide the parents' choices. Since P.S. 198 doesn't offer either Dual Language or Transitional Bilingual programs, the ENL teacher provides information and a list of all schools in the same district and/or in the NYC schools that offers these programs. At the parent orientation, parents watch the orientation video provided by NYCDOE explaining programs offered by NYCDOE, which are offered in their native languages. Parents are also provided with Parent Brochures explaining programs (Transitional Bilingual Education, Dual Language, and Freestanding ENL/ESL) in their native language. Over the past years when asked why they chose the Freestanding ENL program at P.S. 198 over the others, they say they heard positive things about

the E N L program at P.S 198 from parents in the community. Consequently, P.S 198 creates programs that are aligned with parent requests and student's needs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

P.S. 198 has a Freestanding E N L Program. The program reflects the pull-out(standalone ENL) and push-in (integrated ENL) model of instruction. All students in Entering and Emerging levels based on the NYSITELL and NYSESLAT scores receive 360 minutes per week of E N L instruction , and Transitioning and Expanding level students receive 180 minutes per week of E N L instruction and 180 minutes of ELA instruction as mandated. Entering and Emerging level ELLs have more time in the pull-out instruction. But in case of when there is a large group of ELLs in one classroom, the E N L teacher follows the push-in(integrated ENL) model. A dually certified ENL teacher will provide both standalone ENL an integrated ENL instructions to all ELLs.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs receive their mandated minutes of services according to CR-Part 154. ELLs at Entering and Emerging levels will receive 360 minutes ENL instruction per week. Students receive the pull-out model instruction in a separate room. ELLs at Transitioning and Expanding level will receive 180 minutes of E NL/ELA instruction per week as mandated. ELLs at Commanding level will receive 90 munites of ENL/ELA instruction per week. All ELLs are provided with their mandated minutes based on their NYSITELL and NYSESLAT proficiency levels either in the push-in or pull-out model. Students receive both the push-in and the pull-out model instructions according to their language proficiency levels. Dually certified teacher in TESOL and Common Branch will provide ENL/ELA instructions. P.S. 198 does not provide Native Language Arts however, the E N L teacher provides native language support to the students when it is necessary with bilingual staff and resources such as dictionary, bilingual books.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
P.S. 198 has native language print materials available to students. The ESL classroom has bilingual story books (Spanish, Chinese, Japanese, Arabic, Urdu ). The bilingual staff are available to assist ELLs and translated services are provided to ensure that ELLs are appropriately evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
P. S. 198 uses on-going informal and formal assessments throughout the school year. The ENL teacher uses informal and pre- and post- unit study assessment to evaluate ELLs in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- P.S. 198 provides differentiated instruction for ELL subgroups. We offer programs for students (including ELLs that are Newcomer ELLs and ELLs receiving 4-6 years of service) such as E N L After-School Club, Guided Reading Push-in, and Wilson program . There is an emphasis on small group work with on-going assessments for ELL subgroups.
- SIFE (Students with Interrupted Formal Education) students are not presently in our population. The E N L teacher would meet with the parents with translation made available in the family's native language to determine and discuss the programs to support their language learning process through such as Title III ENL After-school programs, Extended Day Test Prep, Marymount Homework help, etc.
  - ELLs in US schools less than three years are provided with E N L services based on proficiency level. Students are offered Title III ENL After-school programs to enrich their language skills and to be prepared for ELA and NYSESLAT testing that they are required to take with testing accommodations.
  - Students who have been receiving E N L services for 4-6 years are provided with support in language development through Title III ENL After school programs to assist in reading and as well as in writing. These students will also continue to receive E N L services to enhance their reading and writing strategies.
  - The plan for long term ELLs (completed 6 years of ESL services) involves gathering assessment data on the student between the E N L teacher and classroom teacher. The teachers would confer with each other to analyze what the student's current performance in language skills and address the student's need to assist them to progress toward progress in proficiency level. These students will also be provided Title III After-school programs to assist in achieving proficiency in NYSESLAT.
  - For continuing transitional support upto 2 years+ for ELLs reaching proficiency on the NYSESLAT, the E N L teacher communicates regularly with Classroom teachers to monitor students' progress in academic language and understanding in content areas. Classroom teachers also provide a small group instruction to assist all ELLs if needed. Students who are former ELLs for less than two years will receive testing accommodations as well.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- The principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the process. When the school receives written request to initiate the re-identification process, school will review all related documents and the student's work in English and in the home language. The principal will consult with the classroom teacher, the ENL teacher, the parent/guardian, and the student. Based on the recommendation of the qualified personnel, the principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. Upon receipt of signed notification acknowledgment from the parent or guardian if the recommendation is to change the ELL status, then the relevant documents and recommendaiton will be sent to the superintendent for review and final decision. Any final decision notification from the superintendent will be in writing to the parent/guardian and/or student in the parent's preferred language within ten school calendar days. All notifications and relevant documents will be kept in the student's cumulative file. Between 6 and 12 months after the re-identification has been established, the principal will review the decision. Based on the recommendation and consultation with the parent/guardian, the classroom teacher, the ENL teacher, and the student believe

Chart that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154.2 and may reverse the determination within the 6-12 month period. The principal will consult with the superintendent if the principal decides to reverse the ELL status. Final decision will be notified to the parent/guardian and/or student in the parent's preferred language within 10 school days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
 ELLs identifies as having special needs are being served as per their IEPs. All ELL-SWD are provided with small group and/or one-to-one instruction, one-on-one assessments and differentiated instruction, and grade specific content resources and materials. All students use iPad with different apps to assist the needs of each students and use SMARTboard to support the students' needs. All ELL-SWDs will receive ENL services and other mandated support services by their IEP.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 ELL-SWD students also receive SETSS (Special Education Teacher Support Services). On-going team meetings involving classroom teacher, ENL teacher, other service providers (SETSS teacher, Speech Pathologist, Occupational Therapist, SETSS teacher, etc.) and parents are encouraged. All ELL-SWD are provided with small group and/or one-to-one instruction, one-on-one assessments and differentiated instruction, and grade specific content resources and materials. The ENL teacher, classroom teacher, and service providers confer with each other to provide instructions.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

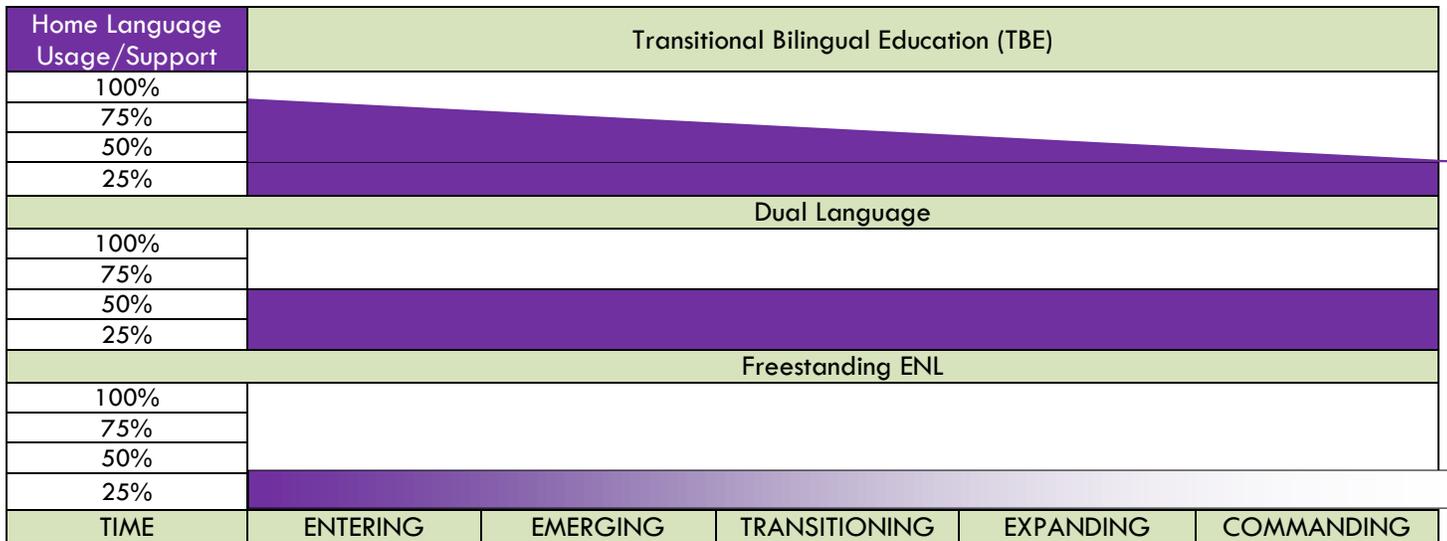


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies include academic intervention in the form of small group pull-out and push-in, and After school E N L club. Although all services are provided in English, native language resources are available if needed. ELLs-SWD are provided with instructional support as per IEP. ELLs are provided support in reading comprehension, writing strategies, grammar, and acquiring vocabulary based on their individual needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The ENL teacher plans the unit of study that is aligned with CC L S, NYCDOE Social Studies and Science Scope and Sequence, Math, Core Knowledge(K-2) and Expeditionary Learning(3-5) to support language acquisition as well as grade appropriate content areas. The ENL teacher uses on-going informal and formal assessments, and pre- and post- unit study assessments throughout the school year. The ENL teacher periodically reviews any data such as Funtas and Pinnell reading level to evaluate ELLs.
12. What new programs or improvements will be considered for the upcoming school year?  
Continued push-in service (as needed) for ELLs provides students to improve their language development . A program being considered for the school year is a "buddy" between and ELL who has reached Expanding and Commanding and a Entering and Emerging level ELL of a shared home language.
13. What programs/services for ELLs will be discontinued and why?  
P .S. 198 does not plan to discontinue any programs/services for ELLs for the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students including ELLs are afforded equal access to after school and supplemental services in the building. The Title III ENL A fter S chool program s are designed to assist students in learning language skills through using four learning modalities, for example, after school program using Arts from Around the World unit to learn different cultures to build strong school community with hands-on activities. ELLs also participate in school wide activities including Ballroom Dancing, Rosie's Kids, Yoga, Chess, Science Fair, Sc iTech Kids , Student Council, Young People's Chorus , Marymount Homework Help, Robotics, Story Pirates and Corbin's Sports Academy.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
I nstructional material and technology to support ELLs include books on tape/CD, leveled books similar to that found in their classroom library, multicultural read-aloud books for Shared Reading, bilingual books and dictionaries, dry erase boards for interactive writing, vocabulary, grammar, comprehension, and language structure games, writing journals , iPad interactive language learning games . In all classrooms and Technology class, all ELLs have the opportunity to use computers, SMART boards, and engage in computer based literacy programs and activities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is offered when possible in our E N L program and in all class instructions. We provide bilingual books for ELLs and parents of ELLs. A "buddy" is encouraged between newcomers and a partner with a shared home language to assist with translation and vocabulary development. Bilingual staffs provide ELLs in assisting their home languages, when needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services support and resources are provided to ELLs according to their appropriate grade and language proficiency level according to NYSESLAT result. Grade level content is delivered to ELLs with reading materials at the students' language proficiency level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
We assist newly enrolled ELL students prior to (June) and after the start of the school year by offering an orientation to our school, meet with teacher, and receive materials in home languages. We also offer school tours throughout the school year.
19. What language electives are offered to ELLs?  
P.S. 198 does not offer any foreign language electives for this school year.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
P.S. 198 encourages teachers to participate in on-going professional development workshops and seminars. Out of school PDs, as well as in-house PDs are provided on topics such as differentiating instruction for all students including ELLs. Teachers are encouraged to participate in professional development planning and Teacher Team meeting sessions where they can share strategies and plan instruction for students including ELLs. Currently P.S. 198 meets with Professional Learning Teams every Monday afternoon. Each professional learning teams work in different areas such as UDL to promote intellectual engagement, social emotional learning opportunities and strategies, effective small group in math, technology, CCLS and writing instruction and pre-K teams, to enhance teaching instructions. All staff including E N L teacher, Special Education teachers, Common Branch teachers, school secretary, parent coordinator, guidance counselor, social worker and paraprofessionals are encouraged to attend PDs provided by the district on different content areas such as literacy, technology, and DOE protocols and regulations.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The E N L teacher is offered to attend PDs provided by the district, OELL (Office of English Language Learners), Summer Institute provided by DOE and OELL, City-wide ELL conference, etc. as well as joining Webinars in supporting and instructing ELLs to align instructions with CC L S.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The E N L teacher provides information sharing strategies, updates and articles regarding how to best meet the needs of ELLs in the classroom. On-going communication is encouraged through emails and meetings where student progress and goals are discussed. The E N L teacher provides Translation and Interpretation information to school staff. The E N L teacher acts as a liaison between teachers and parents and participates in meetings and conferences. To help with transition from Elementary to Middle School, the Guidance Counselor conducts and orientation for families including ELLs to assist with the Middle school application process and parent meetings with Choice Coordinator. The Guidance Counselor and E N L teacher collaborate to create translated materials and provide interpretation services as needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The RTI team and the LPT team which includes school administration and support staff (Physical Therapist, Occupational Therapist, Speech Pathologist, Guidance Counselor, Psychologist, Social Worker, SET S S teacher, ESL teacher) meets every Thursdays to discuss and implement RTI model for all students including ELLs. PBIS (Positive Behavioral Interventions and Supports) is placed at P.S. 198 to reinforce 3B's – Be Respectful, Be Responsible, Be Safe. P.S. 198 uses PlayWorks program to promote the improvement of health and well-being of all students by increasing opportunities for physical activity and safe, meaningful play. PDs targeted for ELL students are provided by the district for E N L teacher and other staff including service providers (Occupational Therapist, Physical Therapist, Speech Pathologist, Guidance Counselor, etc.) and Paraprofessionals. The School Secretary keeps the record of teachers' PD hours on file. Teachers meet weekly during common preps and grade Teacher Team meetings to plan, discuss student progress and examine student work. The E N L teacher makes attempts to help the teachers, and if necessary help them during common preps or grade Teacher Team meetings. School will provide professional development to all teachers and administrators that addresses the needs of ELL s including language acquisition in alignment with core content area instruction. All teachers are encouraged to participate in after-school study group to share information to strengthen and support student learning.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers including the ENL teacher meet with the parents/guardians of ELLs at least once a year, in addition to parent-teacher conferences, ELL parent orientation or other scheduled meetings, to discuss the goals of the program, their child's language development progress and needs in all content areas. Parents are encouraged to use Parent Engagement time on every Tuesday afternoon to discuss their child's progress in school. Translation services including a translator/interpreter, over-the-phone interpretation services provided by DOE Translation and Interpretation Unit will be used if needed.

Copies of all meeting records including sign-in sheet, agenda, etc. are kept in school file. An individual meeting records are kept with the designated staff.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to ELL Parent Orientation, we also provide workshops for parents of ELLs. We conduct several meetings each with a specific focus to meet the needs of the parents include reading and writing strategies, NYSESLAT review, and general information on language acquisition and ways to help students at home. In addition, parents contribute in selecting topics for upcoming workshops to ensure that their needs are being met. Parents of ELLs are encouraged to join the School Parent Association to help plan events and collaborate with administrators and teachers. In addition to Curriculum Morning in September and Parent-Teacher Conferences in Fall and Spring, Family Night in May, teachers communicate with parents via newsletters, emails, and meetings on a regular basis. Parent involvement is strongly encouraged at P.S. 198 through monthly PTA meeting, volunteering, school activities, and meet with other parents and members of the community. All notices including flyers will be sent home in the parents' native language when available. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 198 offers workshops for parents including parents of ELL from community organizations including Learning Leaders, NYC public library, Health First, NYU Dental Van. The school also provides information for Adult ESL classes and City-Wide Parent Conferences. P.S. 198 also has partnership with Beacon After school and Mary Mount Prep Homework help programs where students are offered homework help and participate in activities. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.

5. How do you evaluate the needs of the parents? To evaluate the need of the parents, all parents including parents of ELLs are encouraged to attend monthly PTA meetings to address and discuss their needs and concerns. Parents are also encouraged to be an active participant in school-wide events. Parents communicate via emails and PTA newsletters. Parent Surveys are distributed during Parent-Teacher conferences. The Parent Coordinator and PTA board members take an active part in organizing and managing any school-wide events. The Parent Coordinator serves as a liaison between parents and teachers to support their needs. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.

6. How do your parental involvement activities address the needs of the parents? P.S. 198 holds Curriculum Evening in September where all parents are invited to come and meet with the teachers for an hour and Family Night in May where all parents are invited to come and provide information in on-going school programs for students and opportunities to join in workshops prepared and provided by teacher. Parents are encouraged to participate in school-wide activities and events including Open school week, International Night, Monthly Movie Night, Auction, Monthly Family Friday, Spring Carnival, Field Day, Coffee Chat (three times a year), various fundraising events, Parent Coordinator's workshop and Mixer Evening with teachers where parents have opportunity to ask any questions and discuss their concerns with the teachers. Parents' suggestions during monthly PTA meetings are included in creating school-wide activities to address the needs of the parents. All notices including flyers will be sent home in the parents' native language when available. We will also use translation services provided by DOE Translation and Interpretation Unit. Interpretation services will be provided by staff members, parent volunteers or teachers when needed.

#### D. Additional Information

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

Please note:

- Data used as of 10/23/2015
- Overall NYSESLAT Proficiency Results are based on ONLY current 2014-2015 ELL

School Name: Straus School

School DBN: 02M198

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Cabrero	Principal		10/27/15
Katharine Macmanus	Assistant Principal		10/27/15
Danielle Santana	Parent Coordinator		10/27/15
Minjung Jamie Kim	ENL/Bilingual Teacher		10/27/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Karen Bugd e n	Other <u>SET</u> <u>S</u> <u>S</u>		10/27/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **#INGEST ERROR!** School Name: **Straus School**  
Superintendent: **Bonnie L**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents and notices including flyers including newsletters , after-school information, New York State testing information, etc. will be sent home in the parent's native language when available and as needed . All documents will be translated into Spanish, Chinese, Japanese, Russian, French, Urdu and Arabic as needed . NYCDOE Translation and Interpretation services require at least two weeks ahead of time to ensure to meet the distribution date.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At P.S. 198, we have Parent Teacher conferences (Fall and Spring) , Curriculum Night (Fall and Spring) , Parent /PTA Meetings (every month) , Coffee Chat(three times a year), IEP meetings(as needed), Informal parents meetings (as needed), Meetings with Social Worker, Guidance Counselor, RTI team members (as needed), etc.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will use translation services provided by DOE Translation and Interpretation Unit, outside vendors, school staff or parent volunteers. All notices and flyers will need a two-week turn-around time with no costs. Notices will be translated into Spanish, Chinese, Japanese, Russian, French, Urdu and Arabic as needed .

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

## **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator will distribute the language survey to all staff to who is able to speak any language other than English. The T&I information will be shared with all staff at staff meeting and via email to ensure the needs of non-English speaking parents.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 198 will adhere to the regulation A-663 regarding parent notification by ensuring registration forms are available in their native language. Parents are provided with the discipline policy and school safety procedures. The school's parent coordinator and E N L teacher are working together with all staff to ensure that parents/guardians are informed about translation services available to them at school and through the Department of Education Website. All general notification documents can be found at [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At P.S. 198, we use parent survey and HLIS to gather information and feedback from parents to meet the parents' needs. The ENL teacher uses Parent Engagement time on every Tuesdays from 2:20 - 3:00 P.M. to provide informal and formal meetings and information sessions to all ELL parents (who are in needs).