

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

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

**12X098**

**School Name:**

**J.H.S. 098 HERMAN RIDDER**

**Principal:**

**MARK TURCOTTE**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Herman Ridder I.S. 98 School Number (DBN): 12X098  
Grades Served: 6,7,8  
School Address: 1619 Boston Rd., Bronx, NY, 10460  
Phone Number: (718) 589-8200 Fax: 718) 589-8179  
School Contact Person: Mark Turcotte Email Address: mturcotte@schools.nyc.gov  
Principal: Mark Turcotte  
UFT Chapter Leader: Vonda Lawrence  
Parents' Association President: Christine Allah  
SLT Chairperson: Vonda Lawrence  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Kenia Dupuy  
Student Representative(s): Celine Irizarry  
Diamond Andrews

**District Information**

District: 12 Superintendent: Rafaela Espinal-Pacheco  
Superintendent's Office Address: 1970 West Farms Rd., Bronx, NY, 10460  
Superintendent's Email Address: Respina@schools.nyc.gov  
Phone Number: (718) 328-2310 Fax: (718) 542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRUIZ2@schools.nyc.gov  
Phone Number: (718) 828-7776 Fax: (718) 828-6280

## 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)
Mark Turcotte	*Principal or Designee	
Vonda Lawrence	*UFT Chapter Leader or Designee	
Christine Allah	*PA/PTA President or Designated Co-President	
Sara Lebreault	DC 37 Representative (staff), if applicable	
Kenia Dupuy	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Celine Irrizary	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diamond Andrews	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anilys Laureno	Member/ PTA Treasurer	
Xiomara Hernandez	Member/ PTA Secretary	
Serena Williams	Member/ Parent	
Patricia Rodriguez	Member/ Parent	
Jill Malone	Member/ Teacher	
Maria Solomon	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sean Yeam	Member/ Teacher	
	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.

The mission of Intermediate School 98 is to challenge all students to become active participants in their own learning and the broader learning community. Through rigorous instruction students will develop the skills necessary to find success within high academic standards. By targeting student need, developing the craft of our teachers, and actively involving parents in the process, we expect that our students will become independent lifelong learners.

To guide us in our mission we have developed a literacy vision. With an eye on student achievement within the **Framework for Great City Schools** we envision that by the time our students graduate as 8<sup>th</sup> graders that they will do so speaking, listening, reading and writing at or above grade level. Through targeted intervention students will make at least 18 month growth in reading and writing within one school year. Through this work students will develop the communication and collaboration skills that support college and career readiness.

Aligned to our vision is our instructional focus: Students will continue to develop the skill of using *evidence to support arguments* in discussion of *levelled text and text dependent questions*, which will then transfer to *stronger reading and writing across content areas*.

This year we continue our work with the **Middle School Quality Initiative** (MSQI). School leaders collaborate with our MSQI Literacy Coach and MSQI Coordinator /ELA Instructional Lead. To support CCLS Literacy across the content areas we set a goal in which *Word Generation* would be used to develop academic vocabulary and on demand writing across content areas. In our work around data screening and monitoring we have developed assessment calendars and built systems and structures for administering the *Degrees of Reading Power* (DRP) reading assessment and analyzing the data. We continue our work around teacher teaming where we further develop systems and structures that support teacher teaming and the analysis of student work within those teams to identify student needs to be addressed through adjustments in instruction. Specifically, we have developed literacy aligned school wide rubrics across all content areas. We have developed protocols for examining student work and modelled those protocols to teacher teams. Around strategic reading supports we are emerging with the development of grouping models to support different learners in the classroom. Strategic targeted intervention periods have been scheduled into the school day to ensure targeted instruction. Our efforts have been centered on creating a program with an opportunity for grade level teams to target groups of students, therefore increasing direct instruction and targeted intervention periods. Tiered intervention periods for all students have been introduced Mondays through Friday adding five periods of dedicated strategic reading through targeted interventions: Read 180 (Tier III), Wilson (Tier III), i-Ready (Tier II), content writing, and math tutoring.

We continue to strengthen the systems and structures that support universal screening, secondary diagnostics, and the utilization of a data monitoring system. *Word Generation* practices previously put in place were evaluated and adjusted to ensure school wide coherence. The team has developed tools that enable leadership to strengthen teacher understanding of effective literacy practices across content areas. Most importantly, the team has developed content

area rubrics that align with literacy traits in an effort to embed reading strategies across all contents and grade levels. Teachers have been provided with ongoing professional development around sound literacy practices that support good teaching and learning. Teacher teams are being further developed to support this work and engage in inquiry cycles to further drive the school's efforts around reading growth. Monday afternoons are used for professional learning and teacher teams meet daily during common planning periods. Professional learning has focused on:

- Academic language
- Rigor and beliefs as to how our students learn best
- Assessing the quality of published student work
- Questioning and Discussion Techniques
- Effective practices for teacher teams
- Inquiry work
- Using a strategic assessment plan to track student progress and inform instruction
- Rigor through pre-planned questions
- Modeling what good readers do– “Think-aloud/Read-aloud”
- Workshop Model - “I do, We do, You do.”
- Teacher’s College Reading and Writing Program – grade level genre writing
- Assessment during instruction
- Lesson planning – connecting task to standards

An extension of our literacy work with MSQI revolves around family engagement efforts. Through collaboration between multiple DOE offices and external stakeholders, our school has been selected to participate in the 2015-2016 *Academic Parent Teacher Teams* (APTT) cohort. The Office of Community Schools in support of the Middle School Quality Initiative are piloting *West Ed’s* APTT classroom-based, teacher-led, data-driven family engagement model. APTT is a systematic and integrated approach to parent-teacher collaboration. Its design is rooted in training families to support children’s academic goals by linking home and school learning. Our school is being trained to create meaningful partnerships and establish a systematic approach to family engagement that gives all families the information, skills, and confidence they need to support grade-level learning goals at home. Our team is being provided with expert guidance, opportunities for capacity building, and practice in the area of family engagement. We are piloting the program with our 6<sup>th</sup> grade and inviting families to participate in three 75-minute team meetings (all families are present) and one 30-minute individual session (the student, the teacher, and the student’s family). During APTT meetings, teachers share student performance data (Reading Comprehension levels) that are actionable, review grade-level foundational skills, and demonstrate concrete activities that families can do at home to help students master those skills. Our families practice the activities with other families in the class, and each family sets 60-day academic goals for their student. When families attend APTT meetings, they go home feeling informed, clear about their role, and committed to improving their child’s learning outcomes. Through teacher coaching and mentoring, families improve their ability to be genuine partners for academic success.

In support of our literacy efforts our school has been chosen to be part of what the Chancellor is calling the “The One-Hundred Schools Initiative.” The Chancellor has funded three Principal Wednesdays at Columbia University, Teachers’ College Reading and Writing Program to help develop school leaders to lead school-wide reform in the teaching of writing. This special program is called *Principals as Curricular Leaders in Writing*. As a school dedicated to this initiative we have committed to training staff in *Units of Study in Writing* professional development (TCRWP). This work is being turn-keyed to all staff as we work to embed systems and structures for teaching grade level genre writing across all content areas.

To support our efforts in teacher development we are involved in **New Teacher Center** (NTC) mentoring initiative: Instructional Mentoring, New Teacher Mentoring, and Teacher Development. Our district has been selected to participate in the **New Teacher Center Instructional Mentoring** program this year. The goal of this initiative is to improve teaching practice and student learning. The year-long *Professional Learning Series* (PLS) involves a series of professional development for mentors and school leadership which strengthens teacher effectiveness through a

sequenced curriculum centered on selected *Formative Assessment and Support (FAS)* system tools and protocols. The series is building a strong and committed community of skilled mentors/coaches, prepared to advance teaching practice and impact student achievement. In our school we are working with the curriculum to promote skills of observation, classroom data collection, and data analysis. Our work is ongoing and aimed at building capacity for developing teachers and the teacher leaders and assistant principals that coach them.

We continue to improve the culture and climate of our school through our work in Special Program – ***Positive Behavior Intervention and Supports (PBIS)***. This is a Social/Emotional Initiative. PBIS Universal/Tier I supports are focused on the quality of the school day experience for all members of the learning community. School-wide expectations are developed and supported by the PBIS team consisting of staff and students. ***Life Space Crisis Intervention (LSCI)*** Tier II/III supports are available for students who need extra supports to find success in school. Several crisis team staff members (teachers and school leaders) have been trained and certified in LSCI counseling supports.

At I.S. 98 we work to support all of our students with an increased focus on our special populations – English Language Learners (ELLs) in monolingual general education settings, English Language Learners (ELLs) in a transitional bilingual education setting, and Students with Disabilities (SWDs) in special classes, ICT settings, and those receiving SETSS supports.

Through funding provided by a *21<sup>st</sup> Century* grant we have developed strategic collaborations with several community based organizations to help us with this work. Students work with three CBO's during the school day: *Creative Connections, Omni Learn, and Stella Adler.*

With *Stella Adler* 6<sup>th</sup> grade general education classes; 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade special education classes; 7<sup>th</sup> 8<sup>th</sup> grade Bilingual bridge class; and 6<sup>th</sup> and 7<sup>th</sup> grade English Language Learners (ELLs) in monolingual settings work on Mondays and Tuesdays with coaches who partner with teachers during ELA periods to deliver drama arts and communication activities that align with the CCLS aligned Expeditionary Learning Curriculum, MSQI's Word Generation vocabulary acquisition curriculum and support the school's instructional focus around academic language.

With *Omni Learn* 8<sup>th</sup> grade general education classes, the 8<sup>th</sup> grade special education class, and the 7<sup>th</sup> and 8<sup>th</sup> grade Bilingual bridge class work with the coach who partners with teachers during targeted intervention Science periods to deliver science lab activities that align with the CCLS aligned Curriculum, better prepare 8<sup>th</sup> graders for the state exam (written and practical) and support the school's instructional focus.

With *Creative Connections* 8<sup>th</sup> grade general education classes, the 8<sup>th</sup> grade special education class, and the 7<sup>th</sup> and 8<sup>th</sup> grade Bilingual bridge class work with coaches who partner with teachers during *programmed College and Career Readiness* periods and 8<sup>th</sup> grade *Advisory* periods to deliver academic, articulation, career and personal behaviors instruction that aligns with the Citywide Instructional Expectations around college and career readiness and supports the school's instructional focus.

Additionally, through funding provided by a *21<sup>st</sup> Century* grant we work in collaboration with our grant manager and community based organization ***Sports and Arts Foundation*** (SASF) to facilitate an afterschool program that provides academic intervention and enrichment activities for our students. From 2:30 – 4:30 PM on Wednesdays, Thursdays, and Fridays students rotate classes between three 40 minute periods ensuring all grades receive ELA, Math, and Enrichment/Activities periods. Extra-curricular enrichment activities include visual arts, debate, dance, and sports. In addition, Title III funding allows us to provide ENL academic enrichment activities and targeted reading intervention through *i-Ready* and *Read 180* for English Language Learners (ELLs).

Also through funding provided by a *21<sup>st</sup> Century* grant we have developed a strategic collaboration with *IDE Corporation* in the field of teacher professional development. Coaches partner the school's administration and lead teachers to plan and co-facilitate workshops and professional learning sessions that align with the CCLS aligned curricula and support the school's instructional focus. These sessions are forecast within the school's professional development plan. Funding has also been secured to promote family engagement through our partnership with the community based organization *SOBRO*. Coaches partner the school's Parent Coordinator and PTA to plan and deliver parent workshops and classes on specific dates both during the school day, after school, and during Saturday Academy.

Through an *Achieve Now* grant provided by the *Office of School and Youth Development* we are able to extend our strategic collaborations with our CBO's through providing a Saturday academy program. Through *Saturday Achieve Now Academy* program at I.S .98 we are able to implement targeted intervention programs and strategies to address the needs of our overage students; our students who are struggling and in need of additional time on task (including English Language Learners and students with disabilities); students that are reading two or more grade levels below current grade; students that are producing writing samples that are two or more years below current grade. We have developed a program that best supports students by using:

- Direct intensive reading instruction with the *READ 180* program for all Tier III students
- Supplemental reading/literacy instruction with the *i-Ready* program for all Tier II students
- Supplemental math instruction/practice with the *i-Ready* program for all Tier II students
- Hands-on mathematics projects and extensions within the common core aligned *CMP3* Math curriculum
- Hands-on English Language Arts projects and extensions within the common core aligned ELA curriculum *Expeditionary Learning*
- Direct ENL instruction and extensions within the common core aligned ELA and Math curriculum
- Hands-on Technology and Arts projects and extensions within the common core aligned ELA and Math curriculum
- Music/DJ enrichment classes provided in partnership with *Creative Connections*
- Sports and Dance enrichment classes provided in partnership with *SASF*
- Parent engagement activities and workshops provided in partnership with *SOBRO* and the school's Parent Coordinator

Our key areas of focus for this year, and the goals embedded in this CEP are driven by our ***2014-2015 Quality Review*** (QR) and ***Principal Performance Overview*** (PPO) outlined as follows:

QR area of celebration - 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families. Provide supports to advance those expectations.

PPO area of celebration - 1.3 Well aligned strategic organizational decisions lead to effective teacher assignments, maximized teaching schedules, collaborative planning time, and investing in teacher practice.

PPO area of celebration - 1.4 Leadership supports the implementation of comprehensive strategies that promote a safe climate and the personal and academic growth of students. Leadership models and guides the school community towards a culture of respect and trust through interactions with students and staff.

PPO area of celebration - 4.1 Well developed system to ensure that teachers are receiving effective feedback with clear next steps.

QR and PPO area of focus - 1.2 Effective teaching strategies are uneven across most classrooms. Consequently, all students, including ELLs and SWDs are not yet receiving the level of instruction that is consistently cognitively challenging and promotes high levels of student engagement. Teacher practice across classrooms inconsistently provides all learners, including ELLs and SWDs with opportunities to engage in rich discussions and produce meaningful work products.

QR and PPO area of focus - 2.2 Use of assessments that are not always fully aligned to standards hinders teacher and students' accurate understanding of progress toward achievement. Therefore, teachers inconsistently identify all learners' common learning challenges and students are not fully aware of their next learning steps. Formative assessments do not always provide a clear portrait of student mastery, hindering the development of effective instructional adjustments in some classes. Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet students' learning needs.

ew Mission –(work in progress) align with updated instructional focus(work in progress) to make exceptional gains in reading growth and to ramp up writing

Strategic collaborations – C21 grant

CBO's during the school day: Creative Connections, Omni Learn, Stella Adler, IDE Corp., SOBRO

CBO's afterschool program: SASF, Creative Connections

Strategic collaborations – Achieve Now grant

CBO's during Saturday program: Creative Connections, SASF, SOBRO

Strategic collaborations – OSYD grant

CBO during the school day: Partnership for Children crisis counselors and social workers

Special Program – Middle School Quality Initiative (MSQI)

Reading Initiative: Generation Ready literacy consultant, Word Generation vocabulary acquisition, universal rubrics

Targeted Interventions: Read 180 (Tier III), Wilson (Tier III), Ready (Tier II)

Special Program – Teachers College Reading and Writing Program (TCRWP)

Writing Initiatives: Principals as Curricular Leaders in Writing, Units of Study in Writing professional development

Special Program – New Teacher Center (NTC)

Mentoring Initiative: Instructional Mentoring, New Teacher Mentoring, and Teacher Development

Special Program – Positive Behavior Intervention and Supports (PBIS)

Social/Emotional Initiative: PBIS Universal/Tier I supports, Life Space Crisis Intervention (LSCI) Tier II/III supports  
Special Populations – ELLs in monolingual general education setting, ELLs in transitional bilingual education setting,  
SWDs in special class, ICT setting, SETSS

QR area of celebration: 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families. Provide supports to advance those expectations.

PPO area of celebration: 1.3 Well aligned strategic organizational decisions lead to effective teacher assignments, maximized teaching schedules, collaborative planning time, and investing in teacher practice.

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## 12X098 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	257	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	12	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
				5
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.5%	% Attendance Rate		90.3%
% Free Lunch	92.4%	% Reduced Lunch		4.8%
% Limited English Proficient	20.6%	% Students with Disabilities		27.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		34.6%
% Hispanic or Latino	59.7%	% Asian or Native Hawaiian/Pacific Islander		3.5%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.18	# 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)	N/A	% Teaching Out of Certification (2013-14)		18.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	3.7%	Mathematics Performance at levels 3 & 4		19.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		42.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		57.7%
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
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	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
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.

2014-2015 Quality Review indicated a need for coherence of instructional shifts across grades and content areas. As such, teachers need to strengthen the link between their learning targets and tasks. While the school has made gains in engaging students in challenging texts while promoting evidence in argument within peer to peer discussion utilizing accountable talk as part of the instructional focus, this has yet to transfer to stronger writing across the content areas. End of year MOSL data indicates that while many students made impressive gains from BOY to EOY NYC Performance Tasks this did not translate to gains in student outcome in state exams. To address our areas of focus for the 2015-2016 school year (QR 1.2 - Instruction that is consistently cognitively challenging and promotes high levels of student engagement. QR 2.2 - Use of assessments that are fully aligned to standards maximizing teacher and students’ accurate understanding of progress toward achievement) we will put in place the systems and structures that will enable teachers to implement writing units with a special focus on Students with Disabilities (SWDs) and English Language Learners (ELLs). We will ensure SWDs and ELLs access to rigorous curriculum and opportunities to engage with levelled and challenging text, instructing them in the writing process (Teachers’ College RWP), and developing an assessment system that allows for transparency of progress and needs.

### 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 of 2016, IS 98, as having partnered with the Teachers’ College writing program to improve the writing skills of ELLs and SWDs , will see student gain as measured by a 5% increase in student outcomes on the 2016 New York State (NYS) ELA and Math Assessments.

### 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>The Special Education and ELLs departments departmentalized with the most qualified teachers aligned to appropriate subject</p>	<p>SWDs, ELLs</p>	<p>During school day-September 2015 through June 2016, After school and Saturday instruction – October 2015 – May 2016</p>	<p>School Leaders, ELA, Math, SPED, ESL/BIL teachers, Instructional Leads/coaches, PPC/Child Study Teams</p>
<p>Academic Intervention Services (AIS) for all SWDs and ELLs AIS will be provided through small-group targeted Tier II/III periods and one-to-one instruction during school hours, and for participating students during After School Academy and Saturday Academy, we will see gains of 18 months to 2 years writing ability for 80% of SWDs and ELLs as measured by Teachers' College writing checklists and rubrics that will lead to at least two pieces of grade level genre writing from sources per instructional unit</p>	<p>SWDs, ELLs</p>	<p>On-going beginning September 2015</p>	<p>School Leaders, ELA, Math, SPED, ESL/BIL teachers, Instructional Leads/coaches, PPC/Child Study Teams</p>
<p>Professional Learning (PL) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA and Math, Universal Design for Learning (UDL), strategies for ELLs instruction, strategies for SWD instruction, curriculum mapping, Framework for Great Schools, 2015-2016</p>	<p>SWDs, ELLs</p>	<p>On-going beginning September 2015</p> <p>Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to turnkey and share professional learning and best practices within Danielson's</p>	<p>Principal, Assistant Principals, Instructional Leads/Coaches, Mentors, Consultants, teachers, district field support</p>

Citywide Instructional Expectations, Expeditionary Learning Curriculum, CMP3 Curriculum, and Danielson Framework for Teaching; MSQI literacy practices, “Word Generation” essential content and academic vocabulary acquisition curriculum, and Teacher College writing units		Framework for Teaching and key instructional shifts detailed in the 2015-2016 Citywide Instructional Expectations (CIE), Special Education Reform, CR Part 184 for ELLs, and the school’s instructional focus .	
Ongoing analysis and use of student formative and summative assessment data to plan and set goals. On regular basis, teachers will examine student work using the “collaborative assessment conference” protocol to understand the steps needed to assist them attaining the level of performance that the Common Core demands and to continue the cycle of inquiry. Examination of TC writing units formative writing process drafts, summative mid unit and end of unit writing pieces, weekly Friday on demand writing generated from Word Generation cycles, bench mark assessment results, and MOSL assessments will be used to drive this work	SWDs, ELLs	On-going beginning September 2015  Throughout the school year staff will utilize Special Education and ELL departmental meetings, weekly grade level meetings and Teacher Team Planning sessions to engage in this work	School Leaders, ELA, Math, SPED/ESL/BIL teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC)/Child Study Teams , Teacher Teams/Professional Learning Communities

**Part 4 – Budget and Resource Alignment**

<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.											
1. Collaborative Team Teaching (CTT) and Special Education Support Services (SETSS) staff on teacher line. Special Education services departmentalized.											
2. NYSESLAT test prep materials and reading and math intervention resources (Read 180, iReady ELA, iReady Math) will be financed through OTPS and Tax Levy NYSTL. Additionally, after school program funded through Century 21, Achieve Now grants, Title III funding.											
3. Title I funds and MOSL will be used for coverage for teachers who will attend professional development workshop during school hours.											
4. Departmental and grade level Inquiry Teams meet daily for 1 period. There are no additional costs for these actions. Special Education Liaison trains staff in the use of SESIS and individualized goals of SWDs during daily planning sessions and weekly Monday PD from 2:20-3:40. ELL Point trains staff in the use of ESL strategies and individualized goals of Transitional BIL during daily planning sessions and weekly Monday PD from 2:20-3:40. There is no additional cost associated with this action.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	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.

1. Administer NYC ELA and Math Pre-Assessment Baseline– September 2015, Administer NYC ELA and Math Fall Benchmark – January 2016, Administer NYC ELA and Math Spring Benchmark – March 2016 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA and Math Common Core Tests – April 2016
2. Create 4-6 week intervention plans to target specific Pupil Personnel Committee (PPC) identified student needs, set target of 80% student growth in that area, evaluate gains
3. By June 2016, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning communities within the school
4. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment.
5. Administer two culminating writing tasks/assessments per unit of study throughout the school year with an expected gain of 18 months to 2 year writing growth for 80% of students compared to the September 2015 baseline

**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 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.

We will build on Quality Review (QR) of rating “Proficient” in 3.4 HIGH EXPECTATIONS by expanding Universal/Tier I systems and structures to include Tier II/III interventions (both Behavioral and Academic). 2014-2015 Quality review indicated a need for coherence of instructional shifts across grades and content areas. As such, teachers need to strengthen the link between their learning targets and tasks. While the school has made gains in engaging students in challenging texts while promoting evidence in argument within peer to peer discussion utilizing accountable talk as part of the instructional focus, this has yet to transfer to improved reading gains for all students. End of year Degrees of Reading Power (DRP) reading data indicates that while our middle students made gains in reading growth our top tier students did not gain. At risk students showed loss, not gains. To further our culture of high expectations and to address our areas of focus for the 2015-2016 school year (QR 1.2 - Instruction that is consistently cognitively challenging and promotes high levels of student engagement. QR - 2.2 Use of assessments that are fully aligned to standards maximizing teacher and students’ accurate understanding of progress toward achievement) we will put in place the systems and structures that will best leverage the raising of reading levels with a special focus on Students with Disabilities (SWDs) and English Language Learners (ELLs). We will ensure ELLs and SWDs access to rigorous curriculum and opportunities to engage with levelled and challenging text, while developing an assessment system that allows for transparency of progress and need.

### 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.

By June of 2016 we will see reading growth for 80% of ELLs and SWDs as measured by the End of Year ( EOY ) Degrees of Reading Power (DRP ) assessment. This will then translate as student gain as measured by a 5% increase in student outcomes on the 2016 New York State (NYS) ELA and Math Assessments.

### 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 Supportive Environment 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>Provide Advisory periods (social/emotional) and/or Academic Intervention Services (AIS) for all students who did not achieve proficiency (including SWDs and ELLs) during school hours through, programmed Targeted Intervention periods, one to one tutoring, After School Academy, and Saturday Achieve Now Academy. Through targeted reading intervention (i-Ready and Read 180) we expect to see 18 months to 2 years reading growth for 80% of ELLs and SWDs</p>	<p>Lowest 1/3, Hold Overs, Over Age, High Achievers, SWDs, ELLs</p>	<p>During school day-September 2015 through June 2016, After school and Saturday instruction – October 2015 – May 2016</p>	<p>School Leaders, ELA and Math teachers, Instructional Leads/coaches, PPC/Child Study Teams</p>
<p>Create Response to Intervention (RtI) plans for those students who are holdovers from 2014-2015, attended summer school for ELA or Math, and those at risk of failing ELA or Math in the 2015-2016 school year.</p>	<p>Lowest 1/3, Hold Overs, Over Age, High Achievers, SWDs, ELLs</p>	<p>On-going beginning September 2015</p>	<p>School Leaders, ELA and Math teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC), Parents/guardians</p>

<p>Professional Learning (PL) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA, Math, Social Studies, and Science, Universal Design for Learning (UDL), curriculum mapping, Framework for Great Schools, 2015-2016 Citywide Instructional Expectations, Expeditionary Learning Curriculum, and Danielson Framework for Teaching; MSQI literacy practices, “Word Generation” essential content and academic vocabulary acquisition curriculum, and Teacher College writing units</p>	<p>Lowest 1/3, Hold Overs, Over Age, High Achievers, SWDs, ELLs</p>	<p>On-going beginning September 2015  Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to turnkey and share professional learning and best practices within Danielson’s Framework for Teaching and key instructional shifts detailed in the 2015-2016 Citywide Instructional Expectations (CIE) and the school’s instructional focus .</p>	<p>Principal, Assistant Principals, Instructional Leads/Coaches, Mentors, Consultants, teachers, district field support</p>
<p>Ongoing analysis and use of student formative and summative assessment data to plan and set goals. On regular basis, teachers will examine student work using the “collaborative assessment conference” protocol to understand the steps needed to assist them attaining the level of performance that the Common Core demands and to continue the cycle of inquiry. DRP reading assessments will be utilized as a baseline and again throughout the year to target student needs and to measure reading growth. Read 180 and iReady reading interventions provide teacher reports on student progress. This information can be used in real time to inform teachers for student grouping purposes.</p>	<p>Lowest 1/3, Hold Overs, Over Age, High Achievers, SWDs, ELLs</p>	<p>On-going beginning September 2015  Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to engage in this work</p>	<p>School Leaders, ELA and Math teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC)/Child Study Teams , Teacher Teams/Professional Learning Communities</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>1. ELA and Math teachers, AIS/Tutor volunteers. Intervention materials and resources (Read 180 and iReady) will be financed through OTPS and Tax Levy NYSTL. Additionally, after school and Saturday programs funded through Century 21 grant, Achieve Now grant, MSQI grant, and Title III funding.</p> <p>3. Title I, CIE, and MOSL funds will be used for coverage for teacher who will attend professional development workshop during school hours.</p> <p>4. Instructional Leads meet with the administration bi- weekly. Departmental and grade level Inquiry Teams meet daily. There are no additional costs for these actions.</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	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**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> <ol style="list-style-type: none"> <li>1. Administer NYC ELA and Math Pre-Assessment Baseline– September 2015, Administer NYC ELA and Math Fall Benchmark – January 2016, Administer NYC ELA and Math Spring Benchmark – March 2016 with an expected gain of 1 level for 50% of students compared to the fall benchmark, Administer NYS ELA and Math Common Core Tests – April 2016</li> <li>2. Create 4-6 week intervention plans to target specific PPC identified student needs, set target of 80% student growth in that area, evaluate gains</li> <li>3. By June 2016, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning communities within the school</li> <li>4. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment</li> <li>5. Administer DRP reading baseline September 2015, Administer DRP secondary assessment to identify areas of gains and of need, Administer Spring DRP summative assessment with an expected gain of 18 months to 2 year reading growth for 50% of students compared to the September 2015 baseline</li> </ol>
<p><b>Part 5b.</b> In February 2016, 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 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.

Teachers have a greater impact on student success than any other school factor as decades of research has proven. In order to successfully implement the key instructional shifts detailed in the 2015-2016 Citywide Instructional Expectations (CIE), school communities must develop a shared understanding of what effective instruction looks like. Our latest Quality Review (QR) 2014-2015 highlighted a need to focus on QR indicator 1.2 (teacher pedagogy) and 2.2 (assessment). To support teachers as we continue to engage students with new, higher standards using the Common Core, school administrators will continue to use Danielson’s Framework for Teaching to serve as the focus for teacher development and evaluation and to provide more frequent, formative feedback around teacher craft with a special focus on component 4c. Growing and Developing Professionally, as we support teachers to grow as professionals and make maximum impact on student outcome. QR and PPO reports, observation data, and student proficiency data (Benchmarks, MOSL, DRP, NYSESLAT, interim assessments) all indicate that teachers need to meet more frequently and with tighter focus to genuinely engage in the important professional work of teacher teaming.

### 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 2016, student subgroups All, English Language Learners (ELLs) , and Students with Disabilities (SWDs) will demonstrate progress towards achieving proficiency in both English Language Arts (ELA) and Mathematics as measured by a 50% increase in these subgroup scoring at Level 3 and 4 on the 2016 New York State (NYS) ELA and Math Exams.

### 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 teacher-parent collaborations to improve student achievement.</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>To address our areas of focus for the 2015-2016 school year (QR 1.2 - Instruction that is consistently cognitively challenging and promotes high levels of student engagement. QR 2.2 - Use of assessments that are fully aligned to standards maximizing teacher and students' accurate understanding of progress toward achievement) we will put in place the systems and structures that will enable teachers to work effectively in teacher teams to examine data points and authentic student work for the purpose of adjusting instruction to meet the needs of their students. Using data and Teacher Team Planning (TTP) to drive instruction., classroom teachers and para-professionals will participate in weekly team meetings to engage in inquiry cycles, inter-visitations, and lesson studies that explicitly focus on RIGOR as defined in Danielson's component 3C, Engaging Students in Learning. Because of this work, students will experience gains across content areas. We will engage in 6 week Inquiry Cycles. The Inquiry Team process. Through the Inquiry Team process, the classroom teachers are will reflect on their own instructional practices. Practices that were</p>	<p>All students, sub-groups of students</p>	<p>On-going beginning September 2015  Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to engage in this work</p>	<p>School Leaders, teachers, Instructional Leads/coaches, Pupil Personnel Committee (PPC)/Child Study Teams, Teacher Teams/Professional Learning Communities</p>

<p>informed by the Inquiry Team process include, but not limited to the following:</p> <ul style="list-style-type: none"> <li>♣ On-going differentiated professional development workshops are provided for teachers as needed to meet the needs of individual student.</li> <li>♣ Collaboration and sharing of best practices among teachers to achieve academic goals.</li> <li>♣ Examining student work so teachers modify instructional plans to ensure opportunities for all students.</li> <li>♣ Involve students and families in establishing goals for learning.</li> <li>♣ Students’ awareness of their own strengths and weaknesses.</li> <li>♣ Students learn to monitor their progress based on their individual goals.</li> </ul>			
<p>NTC Mentoring. Develop capacity within the organization by training teacher leaders to become effective mentors. Teacher induction and retention will be addressed through coaching and professional development.</p>	<p>New teachers (1-3 years)</p>	<p>On-going beginning September 2015</p>	<p>School leaders, Teacher Mentors</p>
<p>Instructional Leads will turnkey Professional Learning (PL) to teachers on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA and Math, Universal Design for Learning (UDL), strategies for ELLs instruction, strategies for SWD instruction, curriculum mapping, Framework for Great Schools, 2015-2016 Citywide Instructional Expectations, Expeditionary Learning Curriculum, CMP3 Curriculum, and Danielson Framework for Teaching; MSQI literacy practices, “Word Generation” essential content and academic vocabulary acquisition curriculum, and Teacher College writing units</p>	<p>All students</p>	<p>On-going beginning September 2015</p> <p>Throughout the school year staff will utilize both weekly grade level meetings and Teacher Team Planning sessions to turnkey and share professional learning and best practices within Danielson’s Framework for Teaching and key instructional shifts detailed in the 2015-2016 Citywide Instructional Expectations (CIE), Special Education Reform, CR Part 184 for ELLs, and the school’s instructional focus .</p>	<p>Principal, Assistant Principals, Instructional Leads/Coaches, Mentors, Consultants, teachers, district field support</p>
<p>Ongoing analysis and use of student formative and summative assessment data to plan and set goals. On regular basis, teachers will examine assessment data</p>	<p>All students,</p>	<p>On-going beginning September 2015</p>	<p>School Leaders, ELA, Math, SS, SCI, SPED/ESL/BIL teachers, Instructional Leads/coaches, Pupil</p>

and student work using the “collaborative assessment conference” protocol to understand the steps needed to assist them attaining the level of performance that the Common Core demands and to continue the cycle of inquiry.	Sub groups of students	Throughout the school year staff will utilize departmental meetings, weekly grade level meetings and Teacher Team Planning sessions to engage in this work	Personnel Committee (PPC)/Child Study Teams , Teacher Teams/Professional Learning Communities
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**Part 4 – Budget and Resource Alignment**

<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.
1. Title I, CIE, and MOSL funds will be used for coverage for teacher who will attend professional development workshop during school hours. Instructional Leads meet with the administration bi- weekly. There are no additional costs for these actions.
2. Whole group and differentiated small group teacher/para professional learning weekly on Mondays from 2:20-3:40 pm
3. Departmental and grade level Inquiry Teams to meet weekly on Mondays from 3:45-5:00 pm. Funded through Century 21 grant, MSQI grant, and Title I funding.
4. New Teacher Center (NTC) mentoring program for incoming/new teachers. There are no additional costs for these actions as the district is covering the cost for these trainings.
5. Teacher’s College Reading and Writing Program and resources. Funded through MSQI grant, and Title I/Title III funding.

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<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>
	<b>C4E</b>	X	<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<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.
1. By June 2016, 100% of teachers will have participated in outside professional development activities that they then turnkey to their professional learning communities within the school
2. Administration will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment
3. By February 2016 teacher teams will have analyzed the results of the quantifiable mid-point benchmark NYC ELA and Math Fall Benchmark administered in January 2016 to measure our progress towards meeting annual academic goals
<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.

## 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**

- 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.
- 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.

Strong instructional leaders have a clear vision which is used to create the architecture for the systems and structures that support student outcome. Resources must be allocated to support a common vision of reform. To address our areas of focus, as indicated by both the QR and PPO, for the 2015-2016 school year (QR 1.2 - Instruction that is consistently cognitively challenging and promotes high levels of student engagement. QR 2.2 - Use of assessments that are fully aligned to standards maximizing teacher and students’ accurate understanding of progress toward achievement) leadership will continue to make organizational decisions to support the school’s instructional goals, the use of on-going assessments and grading practices, and the analysis of student learning outcomes for the purpose of adjusting instruction. QR and PPO recognized that there is an inconsistency across classroom in assessment practices, checks for understanding, and student self-assessment. The feedback cycle needs to be more explicit in order to advance student learning with clear next steps. Building teacher capacity and shared accountability remain a focus. Teacher pedagogy must further align to curricula, engage students, and meet the need of all learners and lead to meaningful work products.

### **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–Effective School Leadership. 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 100% of students will have a comprehensive portfolio of meaningful work products from each major content area .Embedding a system of tracking formative assessment and student learning will then translate as student gain as measured by a 5% increase in student outcomes in both the New York State ELA and Math Assessments for SWDs and ELLs.

### **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 parent leadership and engagement as a key lever for school improvement.</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>We will improve systems and structures around coherent instruction, assessment, and interventions. Continue to develop and fine-tune systems and structures that ensure teachers are receiving effective feedback with clear next steps through effective observations cycles.</p>	<p>teachers, Instructional Leads/coaches</p>	<p>On-going beginning September 2015</p>	<p>School Leaders</p>
<p>Develop and implement a portfolio system for collecting to meaningful work products across content areas that align fully to the pre-planned scope and sequence/assessment calendar of that subject. Units will be planned/mapped/developed that will lead to at least two pieces of grade level genre writing from sources per instructional unit per content area. Additionally, Math and Science will collect artifacts from investigations and labs that are aligned to a CCLS based curriculum and align fully to the pre-planned scope and sequence/assessment calendar. All work/tasks will be bundled and of publishable quality. Each bundle will include a task card, standards/traits covered, teacher conferencing sheets, rubric, teacher feedback and next steps, and student reflection/self-assessment sheets.</p>	<p>Students, Teachers</p>	<p>On-going beginning September 2015</p>	<p>School Leaders, Instructional Leads, Teachers</p>
<p>Principal Cabinet. By expanding cabinet more stakeholders can be involved in both shared decision making and shared accountability. Leadership will be able to delegate/share the burden of task that may interfere with the larger instructional work</p>	<p>Assistant Principals, Parent Coordinator, Instructional Leads, other</p>	<p>On-going beginning September 2015</p>	<p>Principal</p>
<p>Principal Office hours. Establish public office hours to meet with teachers and parents by important. Time constraints make it difficult to give some stakeholders the face time they deserve. By establishing afterschool office hours on certain days of the week it would guarantee access to the school leadership.</p>	<p>Teachers, Parents</p>	<p>On-going beginning September 2015</p>	<p>Principal, Payroll secretary</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.

There are no additional costs outside of Principal and Assistant Principal salary for this work.

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

X	Tax Levy	X	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.

1. Principal and secondary evaluators will check portfolios on a unit by unit basis and again as part of the observation cycle to ensure that teachers and students are engaging in this practice.
2. School leaders and instructional leads will look at samples of student portfolios at the end of unit after teacher teams have met to discuss work and make adjustments to instruction and modifying the larger curriculum map.
3. Instructional leads and teachers will look at samples of student work portfolios during the unit and will make adjustments to instruction while modifying the larger curriculum map.
4. By February 2016 teacher teams will have analyzed the results of the quantifiable mid-point benchmark NYC ELA and Math Fall Benchmark administered in January 2016 to measure our progress towards meeting annual academic goals

**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.

One barrier to student success has been a lack of parental involvement in the education of their children. The number of parents attending the scheduled conferences and workshops has to increase. Parental involvement connects directly to student attendance. For the last three years the average attendance is 91%. We believe that the lack of parental involvement and student attendance have tremendous effects on the academic performance of the students. Through increased planning and outreach we want to help families learn how to better help their children. NYC School survey.

### 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.

An effective system will be in place to improve communication between home and school leading to increased parental involvement in grades, school functions and PTA activities as evidenced by results of school survey and increased attendance at PTA and school functions. By June 2016, parental involvement will increase by at least 25% as indicated by the 2015-2016 Environment Learning Survey Report.

### 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>School Messenger System and Remind App will be utilized to provide school community with alerts regarding important school announcements. Notices will be distributed in multiple languages to ensure access for all parents. Engrade Pro will be utilized to provide parents and students pertinent info about student grades, assessments, and assignments.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Pupil Accounting Secretary</p>
<p>Support and train the 6<sup>th</sup> grade team to invite families to participate in three 75-minute team meetings (all families are present) and one 30-minute individual session (the student, the teacher, and the student’s family). During Academic Parent Teacher Team (APTT) meetings teachers share student performance data (Reading Comprehension levels) that are actionable, review grade-level foundational skills, and demonstrate concrete activities that families can do at home to help students master those skills. Our families practice the activities with other families in the class, and each family sets 60-day academic goals for their student.</p>	<p>Parents, Students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, 6<sup>th</sup> grade teacher team, Instructional Coach, Administrators</p>
<p>Open House Tuesdays. Calendar of events distributed to families. Additional actions include:</p> <ul style="list-style-type: none"> <li>♣ ELL teachers will conduct workshops for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.</li> <li>♣ Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, School Quality Guide, Quality Review Report, and Learning Environment Survey Report.</li> <li>♣ Schedule parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions</li> </ul>	<p>Parents, Students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Teachers, Administrators</p>

<ul style="list-style-type: none"> <li>♣ Translate all critical school documents and provide interpretation during meetings and events as needed</li>   <li>♣ Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress</li>   <li>♣ Encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;</li>   <li>♣ Conduct parent workshops with topics that may include parenting skills, understanding educational accountability CCLS aligned 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</li> </ul>			
<p>Academic town hall. Hold a welcome back 'town hall' meeting for all new and returning parents and students. At this meeting administration will outline the school's mission and vision, the instructional focus for the year, the CEP goals and action plans, share the Family Engagement plan, give parents access to accounts on Engrade Pro, share the PD plan and invite parents to attend Mondays, and share the assessment calendar for the year.</p>	Parents	September 2015-June 2016	Teachers, Administrators

**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>Teachers, Parent Coordinator, Parent Association, Parent Volunteers, various communications systems such as, Remind App, School Messenger, Engrade Pro software. PA activities are funded through Title I. Parent/Staff professional development and after school activities will be funded through Title I.</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>											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	X	<b>Title III, Part A</b>	X	<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**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>
<ol style="list-style-type: none"> <li>1. By spring of 2016 systems will be firmly in place to ensure effective communication between home and school.</li> <li>2. Collect, record, analyze parents' attendance at all events in which their participation is requested and Implement a "Parent Report Card"</li> </ol>

3. Collect, record, analyze student attendance/lateness in school and during school day, afterschool/Saturday programs.
4. Monitor which families are utilizing Engrade for the purpose of communicating with their child's teacher, accessing assignments, or checking grades.
5. Administer DRP reading baseline September 2015, Administer DRP secondary assessment to identify areas of gains and of need, Administer Spring DRP summative assessment with an expected gain of 18 months to 2 year reading
6. By February 2016 teacher teams will have analyzed the results of the quantifiable mid-point benchmark NYC ELA and Math Fall Benchmark administered in January 2016 to measure our progress towards meeting annual academic goals

**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 teams and PPC meet in inquiry cycles to identify students in the lowest third	Targeted Interventions around Reading and Analyzing Literary and Informational Texts, Writing Process	Flexible small group, one-to-one tutoring	During the school day, after school hours, Saturdays
<b>Mathematics</b>	Teacher teams and PPC meet in inquiry cycles to identify students in the lowest third	Targeted Interventions around Skills Intervention, Problem Solving, Mathematical Investigations, Writing in Mathematics	Flexible small group, one-to-one tutoring	During the school day, after school hours, Saturdays
<b>Science</b>	Teacher teams and PPC meet in inquiry cycles to identify students in the lowest third	Targeted Interventions around Exit Project, Scientific Method, Reading Comprehension and Writing Strategies	Flexible small group, one-to-one tutoring	During the school day, after school hours, Saturdays
<b>Social Studies</b>	Teacher teams and PPC meet in inquiry cycles to identify students in the lowest third	Targeted Interventions around Exit Project, Debating, Reading Comprehension and Writing Strategies	Flexible small group, one-to-one tutoring	During the school day, after school hours, Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher teams and PPC meet in inquiry cycles to identify students in the lowest third academically and/or present with behavioral or social/emotional challenges that require Tier II/Tier III interventions	Peer Mediation, Crisis Intervention, Counseling, Check-In/Check-Out, Behavior Intervention Plan, Rtl in ELA and Math, Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Family Counseling,	Flexible small group, one-to-one sessions, push-in/pull-out as needed,  Networking with outside agencies	During the school day, after school hours, Saturdays

		Behavior Modification Techniques		
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## 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
<ul style="list-style-type: none"> <li>• IS 98 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.</li>   <li>• IS 98 will participate in citywide recruiting events.</li>   <li>• Share the school's strong support plan for teachers, such as, but not limited to the following:             <ul style="list-style-type: none"> <li>o Mentoring for new teachers (1-3 years) with New Teacher Center (NTC) program supports</li> <li>o Individual Teacher Improvement Plans (ITIPS) for developing and struggling tenured teachers;</li> <li>o Professional development opportunities inside and outside the school;</li> <li>o Encourage teachers to continue their education and obtain higher degrees, additional certifications, bilingual extensions through UFT, district and Department of Education sponsored programs and grants;</li> <li>o Provide time for teacher collaboration through scheduling;</li> <li>o Include teachers in professional development planning and decision making.</li> </ul> </li> </ul>

#### 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).
See description of special programs and academic initiatives on pages 9 -12 of the narrative summary and again on pages 15, 19, 23, and 29 within the various action plans.

### 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.).

N/A

### **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.

- Teachers will meet weekly to share feedback from inter-visitations;
- Have teachers team design professional development activities that address common development needs across grade levels or departments;
- Develop shared norms among school leaders and teachers for engaging in feedback;
- Promote self-reflection on the part of teachers and administrators before feedback conversations;
- Ask for teachers' input on what type of feedback they find most helpful;
- Discuss different parts of the rubric and examples of effective and highly effective practice in the classroom;
- Instructional Leads and SLT members participate in identifying the CEP goals;
- Teachers will meet in grade-level and departmental meetings to analyze student data, look at student work to plan, adjust instruction and set goals for students;

- Teachers will meet during grade level and/or departmental team meetings to review student data and look at student work to continue the cycle of inquiry;
- Local Measures Committee inclusive of teachers and administration determine which local measures make most sense for our school;
- Committee decision on MOSL selections shared with staff and revisited during Initial Planning Conference (IPC)

#### 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	222,349.00	x	Pg. 19 4a.2 Pg. 23 4a.1 Pg. 30 4a.1
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	Pg. 15 4a.2 Pg. 19 4a.1
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$2,689,087	x	Pg. 15 4a.1 Pg. 15 4a.2 Pg. 15 4a.3 Pg. 19 4a.1 Pg. 19 4a.2 Pg. 19 4a.3 Pg. 19 4a.4

### **<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.

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#### **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. **Herman Ridder IS 98** 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. **Herman Ridder IS 98** 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**

**[Herman Ridder IS 98** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>Herman Ridder</u>	DBN: <u>12X098</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>61</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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: IS 98 proposes to utilize Title III supplementary funds by providing an intensive small group instructional program in literacy for ELL's and former ELL's. Parents will be able to register their children in the After School Academy and the Saturday Academy.

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

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

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

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

The common core aligned mathematics curriculum CMP3, Crosswalk Coach, "Taking Off: Beginning English" and "Time for Kids Non-Fiction Comprehension" texts will be integrated into the Title III After School Academy and Saturday Academy supplementary programs. The strategies and techniques in

## Part B: Direct Instruction Supplemental Program Information

these programs supplement the core Language Arts and Mathematics curriculums providing opportunities for expansion on concepts learned during the school day. This will make learning more comprehensive and meaningful to ELL students. The ESL activities in these programs use grade-level mathematics and language arts content as the vehicle for language development. All newcomers receive instruction in Spanish.

## Part C: Professional Development

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

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

Begin description here: \_

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

The following workshops were already conducted during the months of September and October in the school. They were facilitated by Mark Turcotte (Principal), Irma Cruz-Pickett (Assistant Principal/ELL point) and Asia Burnett (AP/ELA point). All teachers received the trainings. Pedagogues working in the After School and Saturday Academy Title III supplementary program will participate in professional development opportunities geared toward improved ESL and Bilingual instruction. Pedagogical staff working with ELL's will be meeting on a monthly basis with the school and Network ELL point to ensure that this group receives all services required by CR Part 154. Professional development will also be organized around the Annual Measurable Achievement Objectives for ELL's.

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

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

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

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking

## Part C: Professional Development

- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attendees: All teachers / Facilitators: Mark Turcotte (Principal), Irma Cruz-Pickett (AP), Asia Burnett (AP), Dulcinea Del Solar (ESL provider)

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

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

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

## Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

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

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

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

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

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**Part D: Parental Engagement Activities**

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**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 <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>12</b>	Borough <b>Bronx</b>	School Number <b>098</b>
School Name <b>Herman Ridder Intermediate 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>Mark Tucotte</b>	Assistant Principal <b>Asia Burnett</b>
Coach <b>Reinis Visners</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Dulcinea del Solar</b>	School Counselor <b>Sue Parker</b>
Teacher/Subject Area <b>Reinis Visners/ Math</b>	Parent <b>Kenia Dupuy</b>
Teacher/Subject Area <b>Stephanie Puente/ Sci, SS,</b>	Parent Coordinator <b>Dulce Reyes</b>
Related-Service Provider <b>Walter Morgan</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rafaela Espinal</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	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	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	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	45	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 type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1					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>	45	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	6	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	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>	18	5	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	6	0	3	11	0	6	5	1	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## 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	11	8					0
Bengali								0						0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

**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							5	15	3					0
Chinese														0
Russian														0
Bengali								1						0
Urdu														0
Arabic								1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Tagalog							1							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)							2	15	5					0
<b>Emerging</b> (Low Intermediate)							0	3	1					0
<b>Transitioning</b> (High Intermediate)							1	1	2					0
<b>Expanding</b> (Advanced)							3	7	0					0
<b>Commanding</b> (Proficient)								2	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														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	0	0	0	0
7	15				0
8	5				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7	10	4	3				1		0
8	2	9							0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8		7		11		5			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.  
 Our school uses Degrees of Reading Power and secondary assessments such as running records to assess the early literacy skills of our ELLs. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans. This information is shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are one to three grades behind their actual grade.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 An analysis of the NYSESLAT and NYSITELL scores revealed the following data patterns across proficiency levels and grades:  
 - in 6<sup>th</sup> grade, all but one student is categorized as expanding or transitioning level. We have one student that is scoring at the entering level; this student is also categorized as a student with a disability.  
 - In 7<sup>th</sup> grade, out of the 14 students tested only two students performed at the commanding/proficient level. All others ranged from entering to expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school is at the beginning stages of analyzing the data provided from the AMAO tool. The data will be used during the ELL Common Planning team meetings that are held weekly. Teachers will use the looking at student data protocol to identify trends/patterns and develop action plans for groups/classes and individual students (as deemed necessary). After initial review of the AMAO data it has revealed that many students are only 2-3 questions away from scoring on the next proficiency level. Therefore, we need to utilize this data to target/individualize student instruction to improve student achievement.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

TBE: when reviewing student data we have noticed that the majority of ELLs in our TBE program are still performing below grade level even when they are being assessed in their home language. Although we only have 5 students identified as SIFE we have learned that many of our students have very few skills in their native language.

ENL: when reviewing the student data across grades we have noticed that students in grades 7 and 8 have performed at expanding or commanding levels on the NYSITELL. However, the majority of 7<sup>th</sup> grade SWDs are still performing at the beginning/entering level. The ELL team will continue to review the student data of our SWD students to see if in fact the performance levels are low due to the impact of the student's disability or just a deficiency in their command of the English language.

School leadership and teachers are trained to access to ELL periodic assessments in order to assess a student's individual needs, engage in the inquiry cycle, and drive instruction. This data analysis, paired with individual student data from assessment allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement. The school has learned from the ELL periodic assessment that students continue to struggle with similar skills found on both the ELA and ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and observations, and perceived student confidence and goal attainment.

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*.]

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

To make sure that a child's second language development is considered in instructional decisions, teachers of ELLs are applying the five interrelated instructional principles for teachers of linguistically diverse populations provided by The Center for Research on Education, Diversity and Excellence (CREDE).

- Teachers and Students Producing Together. Collaboration in the service of jointly constructing knowledge provides students with opportunities to positively engage with one another and with their teacher around rigorous academic content. Such interactions boost academic development and academic motivation.

- Developing Language and Literacy Across the Curriculum. Language development at all levels should be fostered through purposeful, deliberate conversations between teacher and students, and among students. Reading and writing must be both taught as specific curricula, and integrated into each content area.

- Making Lessons Meaningful. Teachers should leverage students' funds of knowledge and skills as a foundation for new knowledge. Quality core instruction necessarily links students' background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world.

- Teaching Complex Thinking. As is the case with all learners, ELLs require instruction that is cognitively challenging. Teachers should target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success.

- Teaching through Conversation. Building students' abilities to form, express, and exchange ideas is best achieved through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts.

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?

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

We evaluate the success of our programs for ELLs based on the gains and success they obtain on formative and summative assessments such as the periodic assessments, NYSESLAT, and NYS ELA and Math tests. In addition, we also take into consideration the student's classwork, report cards, teacher observations, parental, and student feedback about our program.

## Part IV: ELL Identification Process

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

- 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.

When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by the ESL teacher. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the NYSITELL and English proficiency. The completed HLIS and the answers from the informal interview are used to determine if a student qualifies to take the NYSITELL. The RLER report is check for students that are eligible to take the NYSITELL every Monday from ATS. The NYSITELL is administered by ESL pedagogue within the first 10 days of the student's first attendance date. The NYSITELL is then scanned by the ESL teacher. If the student qualifies for ESL services the parents are contacted by the parent coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the NYSITELL only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The AP/Test Coordinator, Irma Cruz-Pickett, assists the ESL teacher in the ELL identification process.

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).

The ESL teacher uses the SIFE oral questionnaire to identify SIFE students. In addition, the ELL team is currently getting exploring the LENS tool for later use with identifying SIFE students. Team also uses ATS reports such as RPCR.

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 team uses the same intake process that it would with any other ELL student. The only difference is that students with IEPs are provided with any testing accomodations as indicated on their IEP.

LPT members: Dulinea DelSolar (ESL Teacher) and Stephanie Puente (Bilingual and Sped Teacher)

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 ENL teacher and departmental teachers work with both administration and the parent coordinator to develop parent outreach plans for each family. Parents/guardians are invited in and given face to face time with the PC and administration, with translation services made available as necessary to discuss/explain the out come of the assessment and entitlement vs. non-entitlement. All entitlement papers are downloaded and sent home to families within the 5 day period.

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).

he ENL teacher and departmental teachers work with both administration and the parent coordinator to develop parent outreach plans for each family. Parents/guardians are invited in and given face to face time with the PC and administration, with translation services made available as necessary to discuss/explain parental rights, as they pertain to ELL policy around appeals and re-identification. Once parents are informed of student ELL status they are given their entitlement letters which clearly explains their rights to an appeal within 45 days. Parents are directed to contact the school's Parent Coordinator or ENL Teacher, Ms. DelSolar.

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.

The NYSITELL is administered within the first 5 days of a students admittance so that we can meet with the parents about the results of the NYSITELL and student placement no more than 10 days after a student is enrolled. The ESL teacher calls the parents or guardians of newly identified ESL students as per the results of the NYSITELL as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent Orientation Video (in their native language), given a brochure, and referred to the resources available on the DOE website. The three programs, Transitional Bilingual Education, Dual language, and Freestanding ESL, is described to the parents. Any questions they may have about the programs are answered in their native language. The parents are asked to complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week. After the parents selected the ELL program for their child , they are informed that both Transitional Bilingual and Freestanding ENL is offered at our school. We provide them with the list of schools that offer the program that they selected., and reach for to district and borough assistance. When parents choose a Dual Language program, we keep the records so that we can notify them once the program of choice 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.

Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned by reaching out to parents/guardians through phone calls and letters in the native language, and home visits when necessary. When these forms are returned they are placed in a students cumulative record. Identified ELL students who choose the TBE or Freestanding ESL program are placed into those programs if it is chosen by the parent. If forms are not returned within a

reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Transitional Bilingual Education

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Attendance Family Worker and Attendance Teacher works with ENL Teacher, Pupil Accounting, and Parent Coordinator to conduct outreach, including home visits, for those families that have not returned forms. Outreach is tracked and logged. The ENL teacher keeps a log/file of completed and returned forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are back packed home with students, and mailed out in home language and English. Families are called by the parent coordinator to ensure that they received the information. These calls are tracked and logged.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of these letters are kept in individual student cumulative record files housed in the pupil accounting office. Additionally, a comprehensive binder of all letters sent out in a year and the outreach to support each case is created by the ENL Teacher and pupil accounting secretary. This binder is housed in the pupil accounting office.
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 ESL teacher prepares students for the NYSESLAT by familiarizing students and the teachers working with ELLs with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluate ELLs using the NYSESLAT, we first identify the ELLs using the RLAT and RNMR reports from the ATS. The RLAT report provides the LAB-R results and the raw scores of the last three years of NYSESLAT data. The RNMR report provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The NYSESLAT scores for the last three years are analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. To ensure that the four components of NYSESLAT are administered, we use the NYS scheduled administration window for each modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are back packed home with students, and mailed out in home language and English. Families are called by the parent coordinator to ensure that they received the information. These calls are tracked and logged.
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).

\*Team is currently working on this action plan. After a three year analysis of parent choice, it is clear that most new comers choose TBE over ENL. We are currently examining the data to better understand the correlation between this choice and years of service results.

## 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.

IS 98 has a Freestanding/Stand alone ENL program in which instruction is delivered to general education ELLs in both a push-in collaborative co-teaching model and a pull-out small group direct instruction model (only by design and deemed necessary for instructional purposes by the teacher teams). Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop model for balanced literacy. The program models are Block and Heterogenous.
  - b. TBE program. *If applicable.*

IS 98 has a TBE program in which instruction is delivered to general education ELLs in both a in a self-contained setting. The current class is a 7<sup>th</sup> and 8<sup>th</sup> grade bridge class due to low enrollment (currently only 15 students). Our school utilizes the workshop model for balanced literacy. The program models are Block and Heterogenous.
  - c. DL program. *If applicable.*
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)?

IS 98 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level as well as all special education ELLs in one class per 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes. Also, targeted intervention periods built into the students' programs are used to provide instruction to ELLs. The whole school is programmed for targeted intervention periods allowing this form of flexibility. Explicit ENL, ELA, and HLA instructional minutes are delivered through push-in model occurring during ENL/ELA, Mathematics, Science, Social Studies, and dedicated HLA instructional periods. Students have 8 periods of ELA instruction weekly, 8 periods of Math instruction weekly, and 4 periods of forty five minute social studies, Science, HLA classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency (360 minutes for entering and emerging, 180 minutes for transitioning and expanding, and students at commanding level receive services as needed) during ELA, Mathematics, and Social Studies, Science, and targeted intervention instructional periods during the week. HLA supports are provided using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native language materials, the ESL teacher, LOTE Teacher and paraprofessional sprovide native language support orally and with explanations.
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 content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. In our program model, students travel together to 45 minute periods for all content area classes including Science, Social Studies, HLA, Visual Arts, Library/Tech and Gym. There are double blocks of 90 minutes for ELA and Mathematics where the schedule allows it. An example schedule for an ENL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, , and Art. All instructions are given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language, support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs in ESL and content area classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB is administered to the students when necessary. As a Free Standing ENL Program, all instructions and assessments are given in English. However, translated version of the citywide and state assessments are requested and provided to ELLs as needed. They are also provided with bilingual dictionary and/or glossaries. In addition, the Spanish Proficiency Examination is administered to 8<sup>th</sup> graders in June.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions in all four modalities during and after school hours based on the analysis of the data. The Common Core instructional shifts in ELA are implemented in all content areas.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for all students including ELLs and has specific plan for each subgroup. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine necessary literacy interventions. We will assess the students using the DRP system to determine the students reading level and comprehension and to provide us information about the students writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for this student. Depending on the students proficiency in their native language, native language support materials will be used to provide support to student. Instruction in the classroom will be differentiated to suit the needs of SIFE student while still maintaining academic rigor.

b. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move ELLs receiving 4 to 6 years of service to proficient level is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using assessment data ( from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, and alternative assessments and observations) to identify student weaknesses and strengths to drive differentiated rigorous instruction across all content areas. Each Long-Term ELL data is carefully reviewed and used to target very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be addressed by the ESL and content area teachers. This information will be used to set individual goals across all content areas.

e. In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate instruction to meet their needs. We also utilize technology- based programs that are engaging and challenging for each student.

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 LPT team meets to discuss the re-identification decision and develops a plan to transition the student into their new program. The ENL teacher will continue to follow up with support and contact with the student's new teacher if the student is no longer receiving ENL services. Student progress and data will also be shared and discussed with teachers during common planning/teaming meetings.

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?

Teachers of ELL-SWDs use the following instructional strategies and grade-level materials to accelerate English language development:

- Direct instruction, one-to-one/small group instruction, centers, balanced literacy approach, guided reading, readers/writers workshop, peer review and use of technology..

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, the following initiatives are being implemented:

- AIS push-in model, targeted RtI, Flexible Child Study Team, mainstreaming, use of intervention periods to provide targeted

Chart instruction, sharing of best practices through intervisitations, strong teacher teaming practices.

### 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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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.)	
FLEXIBILITY		.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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

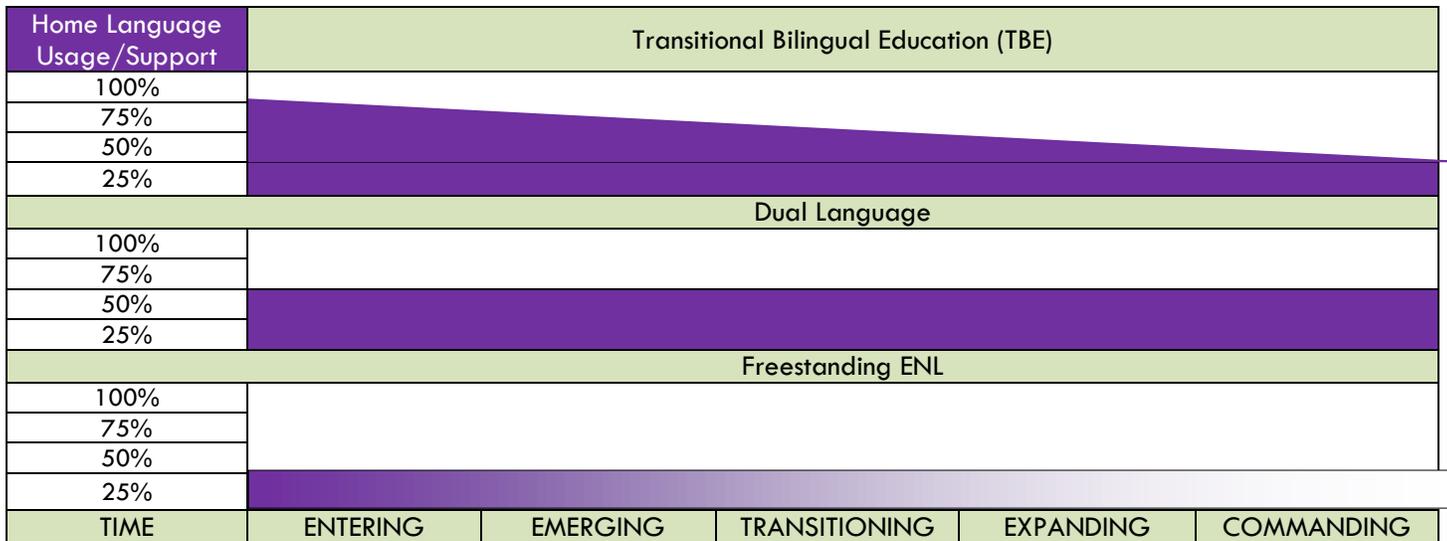


\*Note: “other approved services” does not apply to New York City at this time.

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.  
5 additional periods of target intervention is provided to ELLs (both in ENL program and TBE program) each week. Students receive one to two weekly periods of reading intervention using small group instruction or co-teaching instructional models (either Read 180 tier III, Wilson Tier III, and/or i-Ready ELA Tier II). Students receive one to two weekly periods of math intervention using small group instruction or co-teaching instructional models (either IXL Math Tier II, or i-Ready Math Tier II). Students receive one to two weekly periods of content writing intervention in social studies and/or science using small group instruction or co-teaching instructional models (supports the grade level genre writing in the content areas work that the larger grade is engaging in through the Teacher's College Reading and Writing Program).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Historically the program was structured in such a way that ELLs made very few academic gains annually. With a new administration beginning its second year we are confident that the new program models will better support the needs of our ELLs. Through the introduction of structured/programmed targeted intervention periods, and improved teacher teaming structures the school is now able to match the proper intervention to the correct student with the best instructor for that intervention.
12. What new programs or improvements will be considered for the upcoming school year?  
If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. As we grow our school through increased student enrollment through better recruitment practices introduced by the new administration, we envision a separate TBE class/program in each grade level. Administration is encouraging staff to gain bilingual extensions in their content areas. Once these goals are obtained we will consider opening a dual language program as well. We will continue to obtain more resources and materials to meet the needs of ELLs.
13. What programs/services for ELLs will be discontinued and why?  
There won't be any discontinued program/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all programs in our school. All ELLs receive interventions during targeted intervention periods five times a week - total of 225 minutes. Title III LEP supplemental services are offered for two hours three times a week after school and 4.5 hours every Saturday from October through June. In addition, students who qualify receive additional services through the Title III Immigrant Program.
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.  
In addition to the textbooks, reading materials and resources that are used in different subject areas, we provide ELLs with additional instructional materials that are suited to their levels such as reading books, both in English and Spanish, bilingual dictionaries, and translated edition of the textbooks. Technology used for instruction includes, but are not limited to i-Ready ELA and Math, Read 180, , and smart board.i-Ready student consumables in ELA and Math, and NYSESLAT preparation consumables are provided for student use during intervention periods and afterschool/Saturday sessions.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home Language support is provided through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries, oral translations, explanations or comprehension assessments offered by teachers and aides. Our school has a variety of reading materials in Spanish that are grade and age appropriate and are aligned with state standards.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
To determine whether the required services, support, and resources correspond to ELLs' ages and levels, a three-year trend analysis of student performance data on city and state assessments was conducted. The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data.
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).  
Newly enrolled ELL students receive information about our school during orientation a week before school starts. They meet the principal, assistant principal, parent coordinator, and their teachers. They are given tour of the school. Each student is assigned a buddy or school ambassador, who speaks the student's native language, to help each new student adjust to our school environment.

19. What language electives are offered to ELLs?

**Spanish is the elective language offered to ELLs at our school.**

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)?

**At this time, we don't have a dual language program.**

## 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.)  
Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we continue to implement the Common Core and the Citywide Instructional Expectations, on-going professional development workshops for teachers will be conducted throughout the school year. These workshops will have a positive and lasting impact on the teachers' performance in classrooms. The workshops will be conducted during the different scheduled Professional Learning Communities (PLC) meetings every week.

The following workshops will be conducted during the months of September and October

- Framework for Great Schools
- Common Core Learning Standards in ELA and Mathematics
- Instructional Shifts in ELA and Mathematics
- Data Analysis, Accountability Tools and Resources
- Advance
- Measure of Student Learning
- New York City Performance Assessments
- Norming Protocol
- Quality Review
- Classroom Management

In addition to the above-mentioned workshops, series of workshops will be conducted monthly. The first series of workshops will be about the i-Ready Reading and Mathematics Program. The Title III teachers, teachers programmed to teach intervention periods, and teachers working with ELLs will receive the training. The Literacy and Mathematics Instructional Leads and the Peer Instructional Coach will facilitate the workshops.

Another series of workshops will be about "Classroom Instruction that Works with English Language Learners". These workshops consist of nine research-based instructional strategies that proved to be exceptionally effective in increasing student performance. They are as follows:

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

The Assistant Principals, Coach, ESL teacher and Test Coordinator will facilitate these workshops. The ESL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. She has attended many ELA and math workshops for ELLs since last year. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.

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?  
In addition to the above-mentioned professional development workshops, the ELA and mathematics teachers have been attending a series of Common Core curriculum workshops over the past school year. The ELA teachers have been attending the Expeditionary Learning while the mathematics teachers have been attending the Connected Mathematics Project. These workshops are provided by the publishers under the supervision of the Department of Education. In addition, the school leadership and guidance counselor support the staff members and parent coordinator by communicating with ELLs and their parents regarding specific issues that need their attention and guidance.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
To assist ELLs as they transition from middle school to high school, the guidance counselor received professional development workshops such as, but not limited to, the following topics: High School Articulation, Response to Intervention, Gathering and Analyzing Student Data from Multiple Sources, and Inquiry Process. These workshops were turn keyed to staff members. Additionally, all 8<sup>th</sup> grade ELLs are enrolled in a course called College and Career Readiness (CCR) that meets once a week to assist students with articulation to H.S., social and emotional needs, the college process, and job/career readiness.
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.

Our schools CEP goals around instruction and student learning are all targeted at ELLs (and SWDs). Therefore, the professional learning calendar was developed to teach all staff the strategies of effective instruction for this (these) populations. Our vision is that if we target these students specifically, then all students will benefit, but we will ensure that ELLs will no longer be left behind.

### 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?

\*The team is currently working on this action plan and will be adding these initiatives to the parent engagement calendar. Our school has been selected by the Office of Community Schools and the Middle School Quality Initiative to participate in the Academic Parent Teacher Teams (APTT) cohort. Dr. Maria Paredes from WestEd will facilitate the training that will take place this fall. The key stakeholders for implementation will include Principal, Assistant Principal, Parent Coordinator, Peer Instructional Coach, and the lead teacher(s) for the grade(s) targeted for APTT. In addition, the ENL teacher meets with individual families during parent teacher conferences to discuss their child's language development and needs.

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.

Copies of ELL related correspondence are kept in individual student cumulative record files housed in the pupil accounting office. Additionally, a comprehensive binder of all letters sent out in a year and the outreach to support each case is created by the ENL Teacher and pupil accounting secretary. This binder is housed in the pupil accounting office. Translation services are provided as deemed necessary to communicate with families in the language that they are most comfortable.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Every effort is made to involve parents in the education of their children. To increase parental engagement, including parents of ELLs, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2015-2016 school year.
  - ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.
  - The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system: NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Quality Review Report, and Learning Environment Survey Report.
  - Schedule parent 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. These meetings will be conducted by the principal and/or assistant principal.
  - Translate all critical school documents and provide interpretation during meetings and events as needed
  - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
  - Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
  - Parent Coordinator will provide training on how to use ARIS Parent Link.
  - Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core and Citywide Instructional Expectations; literacy, mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home
  - Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
  - Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
  - Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year
  - Conduct workshops about the citywide and state assessments: periodic assessments, NYSESLAT, NYS ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Instructional Lead, and Mathematics Instructional Lead will facilitate these workshops. The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school works with South Bronx Organization (SoBRO) to provide additional services to ELLs and their families such as, an ESL class, cooking classes, healthy cooking and zumba.
5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. The Parent Coordinator is in constant contact with families and serves the liaison to ensure that the needs and concerns of families are addressed.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents by providing them with the following supports:

- 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 the Common Core Learning Standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

#### **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.

**School Name: Herman Ridder IS 98**

**School DBN: 12X098**

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)
Mark Turcotte	Principal		9/11/15
Asia Burnett	Assistant Principal		9/11/15
Dulce Reyes	Parent Coordinator		9/11/15
Stephanie Puente	ENL/Bilingual Teacher		9/11/15
Kenia Dupuy	Parent		9/11/15
D. Del Solar	Teacher/Subject Area		9/11/15
Jill Malone	Teacher/Subject Area		9/11/15
Reinis Visners	Coach		9/11/15
	Coach		9/11/15
Sue Parker	School Counselor		9/11/15
Rafaela Espinal	Superintendent		9/11/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12X098**      School Name: **Herman Ridder**  
Superintendent: **Rafaela Espinal**

### 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

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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.

Using available data, the parent coordinator, ESL teacher/coordinator, and data specialist conducted a survey/analysis of students' home language. All completed Home language Identification Surveys, emergency cards and data obtained from the ATS are kept filed in the pupil accounting secretary's office.

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.

The predominant non-English home language is Spanish. There is one student whose home language is Bengali. The findings were reported to the school community through written communication, emails, and oral communication during staff, grade, departmental meetings, and parent workshops.

## Part B: Creating a Communications Calendar

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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.)

Documents which require translation include: Student Handbook, Uniform policy, school year calendar (September), PTA reminders, principal's memos (periodically), cold weather information (as needed), and state testing information (in April).

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.

Face-to-face meetings will include: Back to School night (September), Parent-Teacher Conferences (as specified by the DOE calendar), and IEP meetings (annual). In addition, parents will receive periodic phone calls from teachers regarding academic progress or concerns, as well as opportunities to meet with the school guidance counselor regarding the high school admissions process.

## 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.

All written communications are distributed in English and Spanish. Written translation in Spanish is provided in-house by staff members whose native language is Spanish and by the parent coordinator. In a situation where there is no available translator or interpreter in Bengali, the school will contact the DOE Translation and Interpretation Unit. Translation is done at least two weeks before the written communication is sent to parents to accommodate time for review and revision. For further questions and explanations about the written communication, parents are invited to call or come to school.

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.

Oral interpretation services are provided in-house. Every staff member whose native language is Spanish serves as an interpreter. The parent coordinator and parent volunteers also serve as interpreters. In situation where there is no available translator or interpreter in Bengali, the school will

contact the DOE Translation and Interpretation Unit. Oral interpretation services are available to parents who need them either in person or through telephone.

#### **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.)

Staff will be made aware of the DOE's translation services and over-the-phone interpretation service during a professional development session in September.

#### **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

A copy of the Parents' Bill of Rights and the Parents' Guide to Language Access will be distributed in September. A Welcome Poster and Language ID guide will be visible at the security desk and in the main office.

#### **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)

Parent surveys will be given periodically by the parent coordinator. Additional parent feedback will be sought by the parent coordinator and teachers during parent teacher conferences, PTA meetings and other informal meetings.