2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 06M098
School Name: P.S. 098 SHORAC KAPPOCK
Principal: MARITZA RODRIGUEZ
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Shorackappock School</th>
<th>School Number (DBN):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td>PK-5</td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>PK-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>512 West 212 Street, New York, NY 10034</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-927-7870</td>
<td>Fax: 212-569-1827</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Dafne Sánchez-Aldama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Dsanche22@schools.nyc.gov">Dsanche22@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Maritza A. Rodriguez</td>
<td></td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>William Guerrero</td>
<td></td>
<td></td>
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<tr>
<td>Parents' Association President:</td>
<td>RaldyrisMontano</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Natalie Evans</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jecelia Rodriguez</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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<tr>
<td>CBO Representative:</td>
<td>N/A</td>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>06</th>
<th>Superintendent:</th>
<th>Manuel Ramirez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>4360 Broadway, New York N.Y. 10033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:MRamire4@schools.nyc.gov">MRamire4@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>917-521-3757</td>
<td>Fax: 917-521-3797</td>
<td></td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Executive Director: Yuet Chu

333 Seventh Avenue Room 828 Manhattan, NY 10001

ychu@schools.nyc.gov

Phone Number: 646-470-0721
Fax: 212-356-7564
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritza A. Rodriguez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>William Guerrero</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Raldyris Montano</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Betty Ortiz</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Kamel Salomon</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Betis Lemus</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Mayerlin Rosario</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Natalie Evans</td>
<td>Member/teacher/SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Bettina Baez</td>
<td>Member/teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Gonzalez</td>
<td>Member/teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Blandino</td>
<td>Member/parent</td>
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<td>Member/parent</td>
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<td>Member/teacher</td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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.</td>
<td>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.</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</table>

2018-19 CEP
Public School 98 Manhattan’s Mission: To develop a plan to support the school community in creating and shaping an outcome driven educational system. Staff members, parents, and the community will be actively engaged in the process of sharing the vision, and contributing to its achievement.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

We believe in educating the whole child by creating opportunities for students to discover and grow their interests and talents while ensuring that we adhere to the CCLs. We offer a rigorous academic program, while supporting the needs of our diverse learners. We recognize that parental involvement is essential to the academic success of our students. To that end, we have formed partnerships with outside organizations and created school wide opportunities for students and parents to become engaged in the educational process. Last year, PS 98 revitalized our partnership with the Carmel Hill Fund Educational Program in implementing STAR Reading and Accelerated Reader. The STAR Reading Enterprise pairs instruction with student ability and measures annual student growth. The frequent assessments, immediate feedback, and pupil engagement experienced with this program align with our focus for this school year.

We will continue our partnership with MasteryConnect which provides bi-weekly professional development to teachers on using formative assessment to track and monitor student progress. Teachers are learning to focus assessments on individual standards in an effort to better identify students who are struggling to understand specific concepts and provides resources for teaching through their online system.

We are receiving support from the Division of Specialized Instruction and Student Support which assists our teachers in obtaining the knowledge needed to construct and conduct rigorous, data driven lessons to support our goals and visions for the school.

3. Describe any special student populations and what their specific needs are.

Public School 98 Manhattan, Shorackappock School is located in the Inwood section of upper Manhattan. It was built in 1923 and originally served the community as a 1st through 8th grade school; presently, we are a Pre-K to 5th grade school. We currently have 475 students enrolled; 93.05% Hispanic, 0.18% black, 4.21 white, and 1.05 Multiracial. Our student population is comprised of 52.21% male and 47.79% female.

PS98 has modified our programs to better serve our community. We offer parents a choice of Dual Language, Transitional Bilingual, and Monolingual programs. Additionally, we offer services for Students with Disabilities including Self-Contained Special Education classes, Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS)

We are receiving support from the Division of Specialized Instruction and Student Support which assists our teachers in obtaining the knowledge needed to construct and conduct rigorous, data driven lessons to support our goals and visions for the school. The School Improvement Specialist will be specifically guiding our Special Education Teachers to plan and implement lesson that are differentiated based on data gleaned from frequent assessments.

4. Identify 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.
In reviewing the results of the Quality Review 2017-2018, and after analyzing data for the 2017-2018 school year, the School Leadership Team observed that the following areas are identified as strengths for PS98:

1.1 Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

3.4 Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

4.2 Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

The School Leadership Team also observed that the following areas were identified as areas of growth for our school:

1.2 Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Specifically, we were inconsistent in the use of multiple entry points.

2.2 Aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Specifically, we were inconsistent in using checks for understanding to guide instructional decisions.

After analyzing our data, feedback from our Quality Review, and our current practices, we have identified as our focus for the current school year, Rigor to Engage Students in Learning and Use of Assessments in Instruction. Specifically, we will focus on:

- Providing explicit instruction
- Frequent assessments with multiple opportunities for improvement
- Checks for understanding
- Providing frequent and timely feedback
- Questioning and discussion techniques

Our teacher teams will focus on creating formative assessments, using data to make instructional decisions, and provide students with multiple opportunities for improvement to demonstrate growth (1E and 3B). Teacher Team Meetings will include the planning of multiple entry points to address the needs of all groups of learners specifically, the SWD and ELL population. Administrators will ensure that these measures are practiced regularly by periodically attending Teacher Team Meetings, conducting frequent walk-throughs and providing timely feedback to support teachers.
## School Demographics and Accountability Snapshot for 06M098

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 469
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: YES
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 48
- **SETSS (ELA)**: 19
- **# Integrated Collaborative Teaching (ELA)**: 46
- **# Special Classes (Math)**: 47
- **# Integrated Collaborative Teaching (Math)**: 47

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 13
- **# Music**: N/A
- **# Drama**: N/A
- **# Dance**: N/A
- **# CTE**: N/A
- **# Integrated Collaborative Teaching**: N/A
- **# Integrated Language Self**: N/A
- **# CTE**: N/A
- **# Limited English Proficient**: N/A
- **# Multi-Racial**: N/A
- **# Contained English as a Second Language**: N/A

### School Composition (2017-18)
- **% Title I Population**: 90.0%
- **% Attainment Rate**: 91.5%
- **% Free Lunch**: 87.0%
- **% Reduced Lunch**: 3.0%
- **% Limited English Proficient**: 34.8%
- **% Students with Disabilities**: 15.8%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.0%
- **% Black or African American**: 1.9%
- **% Hispanic or Latino**: 90.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.0%
- **% White**: 3.6%
- **% Multi-Racial**: 0.9%

### Personnel (2015-16)
- **Years Principal Assigned to School**: 12.25
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 7%
- **% Teaching with Fewer Than 3 Years of Experience**: 18%
- **Average Teacher Absences**: 7.3

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 27.4%
- **Mathematics Performance at levels 3 & 4**: 27.6%
- **Science Performance at levels 3 & 4 (4th Grade)**: 60%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

### Overall NYSED Accountability Status (2018-19)
- **N/A**

## Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **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**: NO
- **Economically Disadvantaged**: NO
- **ALL STUDENTS**: NO

### High School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **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**: NO
- **Economically Disadvantaged**: NO
- **ALL STUDENTS**: NO
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2017-2018 School Quality Snapshot, PS 98 fell below the city and district average in the area of Rigorous Instruction, however, there was a decrease in Level 1 from 58% to 44% in the ELA State Test. We will focus on Explicit Teaching Techniques in Literacy emphasizing clearly differentiating between teaching, modeling, and independent practice.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
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</thead>
<tbody>
<tr>
<td>By June 2019, students in grades 3-5 will show progress in ELA as indicated in a 15% decrease of Level 1 students in the 2019 ELA State Test.</td>
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</tbody>
</table>
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development will be provided on Explicit Teaching through our Professional Learning Communities (PLC). In addition, our Literacy Coach will be providing grade level and individual support.</td>
<td>K-2</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Teachers will participate in PLC which will focus on: Using Sight Words to Improve Reading Fluency, The Vertical Writing Process with Feedback, Strategies and Techniques in Guided Reading, Supporting ELLs During Classroom Discussions, Discussion Protocols, Authentic Assessments, Explicit Teaching.</td>
<td>K-5</td>
<td>October 2018-February 2019</td>
</tr>
<tr>
<td>Professional Development will be provided to teachers through the School Improvement Specialist to target Students With Disabilities (SWD) through planning for instruction.</td>
<td>K-5</td>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Professional Development will be provided to teachers through Teaching Matters in the area of tracking student performance and using data to create effective Guided Reading groups.</td>
<td>K-5</td>
<td>Sept. 2018-June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

One of our goals is to provide parents with workshops on a bi-monthly basis to provide strategies which will support and enhance their child’s literacy skills. Teachers will plan workshops on the specific literacy skills and areas targeted in their grade. Pre-K teachers will offer monthly early literacy workshops sponsored by the NYC Public Library to provide parents with strategies to use at home to support their children in literacy development.

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.
Ready Gen Curriculum—Common Core aligned literacy program.

- Per-Session for Administrators and Teachers. Saturday Academy and After School (Wednesday and Thursday) Programs will support our students with academic enrichment and supplemental instructional tutoring provided by teachers and administrators.

- Provide Academic Intervention Services to students in grades K-5 who achieved a Level 1 or 2 on the ELA New York State Assessment 2017-2018.

- Professional Development will be provided to teachers in the area of Explicit Teaching.

- Partnership with Carmel Hill Educational Program which provides Professional Development and resources to teachers to support and promote student engagement in reading and tracking student performance.

- Rosie's Theater Kids- This program is a fusion of music and dance education for our fifth grade students. Students take a critical look at song lyrics and analyze the cultural context of Broadway productions. These lessons are aligned to the CCLS for Language arts and History.

- LINC- (Literacy Incorporated) Promotes parental involvement in their children’s education by working with teachers to involve parents in literacy based activities.

- Common planning time will be scheduled to allow grade level teacher teams to meet on a weekly basis to collaboratively review student work, norm grading to rubrics, and to adjust lesson and unit plans based on student assessments.

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

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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</table>

### 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.

By February 2019, students will show progress of .5 Grade Equivalent as measured by the Star Literacy Assessment.

Students will be assessed on bi-monthly following the initial Star Literacy baseline assessment in September. STAR data will be analyzed three times during the year (Fall, Winter, Spring) and compared to ensure growth. Teachers will also analyze reading data from Accelerated Reading to track student performance and create effective Guided Reading Groups. The data will track student growth as well as identify areas in which students are in need of improvement. Teachers will utilize this data to differentiate reading instruction.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Star Literacy Assessment and the DRA.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you</td>
<td>Based on the analysis of the 2017-2018 OORS reports, the number of incidents remained the same as the previous year, however, careful analysis of the data shows that our strategies have been highly effective. We will continue the Bucket Filler Program; this will lead to a 10% decrease in OORS incidents, and maintain a culture where students feel safe and supported. The Bucket Filling program has had a positive impact on the school community resulting in a decrease in negative behaviors. We will also implement the Sanford Harmony Social Emotional Learning Curriculum to create and sustain a positive learning environment across all grade levels.</td>
</tr>
<tr>
<td>are supporting the whole child?</td>
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</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 10% decrease in the number of incidents reported to OORS.
**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td><strong>Classrooms will receive the <em>How to Be a Bucket Filler</em> book and a Sanford Harmony Classroom Kit PK-5</strong></td>
<td>Books will be provided to new classes. Kits will be provided for grades PK-5</td>
<td>Administration, Guidance Counselor, Classroom Teachers</td>
</tr>
</tbody>
</table>

All teachers were provided with training and will be provided with on-going support as needed.

Information about the Bucket Filler Program will be provided to parents in their home language.

The school will set their monthly goals for the number of Buckets to be collected.

Classes with the most buckets will be acknowledged during the Principal's Book of the Month. In addition classes will be awarded prizes if the monthly goal was met.
Develop structured activities and games during recess to build a sense of community amongst students.

The Attendance Committee will monitor the attendance and the tardiness of students to increase daily attendance. This is to ensure the continuity of instruction and to promote positive behavior.

### 3b – Parent and Family Engagement

| How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight. |
| Workshops will be provided to parents by the Assistant Principals, the Parent Coordinator, staff members and key constituents. Workshops will be provided in the following topics: Cyberbullying, Being a Bucket Filler, Bullying and the Sanford Harmony Program. |

### 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. |
| The Principal, Assistant Principals, Guidance Counselor, and classroom teachers will collectively distribute books, posters, and rewards to ensure that the program is effectively implemented and followed through daily. The number of incident reports entered in OORS will be tracked and analyzed on a monthly basis. Little Kids Rock- Students play instruments and learn to compose their own music while becoming involved in social issues. Students are provided the opportunity to express their thoughts and feelings on social issues through songs and poetry. The Sanford Harmony Curriculum will become an integral part of the daily routine in all classrooms. Student Government- Student government members are elected by their peers. Candidates present their positions to fellow students. Students meet to discuss social issues in the school and ways to make a positive impact on their learning community. Girls/Boys Basketball Team- Students build community by working as a team and communicating on and off the court. School Culture Committee consisting of both Administration and teachers discuss, plan, and implement strategies to promote positive behaviors and increase attendance. Funding will be provided for rewards. The Leadership Program will provide support in Conflict Resolution, Team Building, Leadership Skills and Mentoring through their after-school programming |
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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### 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.

By February 2019, the number of incidents reported to OORS will be decreased by 5%.

Progress will be measured monthly by the School Culture Committee to ensure an increase in the number of classes that meet the Bucket Filling goals. Data will be analyzed to confirm that all classes are participating in the program. Support will be offered to teachers who may need additional support in implementing the program.

Administrators will monitor that the Sanford Harmony Social Emotional Curriculum is being effectively implemented.

The student government and the administrators will meet in February 2019 to discuss the progress of the program to date, and to plan additional incentives as needed.

Analyzing and reviewing of the OORS reports will occur during Cabinet and Safety Committee meetings on a by-monthly basis.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OORS reports will be the instrument of measure used to determine if we are meeting our goal.

#### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The QR findings, and the on-going data analysis by the Administrative Team, the Instructional Team, and the PD Committee (during the 2017-2018 SY), all indicate that the majority of our teachers participate in inquiry driven teacher team collaborations with a focus on the Common Core Learning standards and school wide goals.

The analysis also indicates that we collaboratively analyze rubrics to align them to Common Core expectations.

According to the 2017-2018 School Quality Guide, and the analysis of data by the Administrative Team, the Instructional Team and the PD Committee (during the 2017-2018 SY), "41% of teachers agreed or strongly agreed that overall their professional development experiences this year have been sustained and coherently focused, rather than short term and unrelated" and "56% of teachers agreed or strongly agreed that overall their professional development experiences this year have included opportunities to work productively with colleagues in their school."

In addition, the feedback from the Superintendent's office indicated that we need to consistently use Explicit Teaching as part of the delivery of instruction. Our walkthroughs and observations during the 2017-2018 School Year indicate the need to develop consistency in this area across all grade levels.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, there will be a 10% increase in student engagement as measured by Advance and data collected by the Professional Learning Communities.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, team leaders, PD Committee Mastery Connect Carmel Hill Fund Educational Program</td>
</tr>
</tbody>
</table>

**Conduct a PD needs assessment**

Create a school wide PD calendar and professional development plan.

The school's professional development plan will offer a menu of differentiated activities for Professional Learning Communities which focus on the following topics:

* Questioning and Discussion Techniques
* Monitoring Student Progress/ Differentiated Instruction
* Assessing student mastery of skills
* Protocol for Student Discussions
* Classroom Management, Rituals and Routines
* Teacher to Student Feedback
* Fundations
* Supporting ELLs in ELA and Math
* Collaborative Teacher Planning

**Schoolwide classroom inter-visitations calendar.**

On an on-going basis, school administrators will conduct formal and informal observations to assess the impact of Explicit Instruction on student performance.
Create and follow a schoolwide observation calendar.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the bi-monthly parent workshops on Tuesdays, teachers will share school-wide strategies implemented in literacy, math, science and social studies as well as in promoting positive student behaviors. This information will also be shared with parent leaders during the SLT and parent association meetings.

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.

- Partnership with Carmel Hill Educational Program, which provides Professional Development and resources to teachers to support and promote student engagement in reading, will provide one source of assessment and provide Professional development to teachers in the area of analyzing data to drive instruction.

- Support from the Division of Specialized Instruction and Student Support which assists our teachers in obtaining the knowledge needed to construct and conduct rigorous, data driven lessons to support our goals and visions for the school.

- Support from the Universal Literacy Coach and Model Teacher in the area of Explicit Teaching.

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

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</table>

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.

By February 2019, there will be a 5% growth in student engagement as measured by Advance and by data collected by the PLCs.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Advance and data for PLC’s

Part 5c. In February 2019, 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>According to feedback received for the 2017-2018 school year, Administrators and teachers will provide clear expectations for student engagement in appropriately challenging tasks and group work. ELA data indicate that there is an increase in students performing below grade level (Level 1). ELA data indicates the following: 51% of our third grade students performed at Level 1, 48% of our fourth grade students performed at level 1, and 58% of our fifth students performed at level 1. 70% of our ELLs in third grade are performing on Level 1, 80% of ELLs in fourth grade performed at Level 1, and 75% of our ELLs in fifth grade performed on Level 1 in the State ELA Assessment.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, teachers will receive actionable feedback using the Danielson Framework for Teaching resulting in a 10% increase in the number of teachers receiving Effective or Highly Effective ratings in the area of Questioning and Discussion.
### 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:

- **Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **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).**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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<tbody>
<tr>
<td>Create an excel spreadsheet feedback tracker that captures actionable, teacher feedback that align to the professional development cycles.</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee and Administration</td>
</tr>
<tr>
<td>School leaders and teachers will regularly use the excel feedback tracker to monitor classroom practice and create goals/next steps to improve teaching and learning</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>The Professional Development committee will meet regularly to assess and identify needs, plan PD opportunities, and implement plan.</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>Opportunities will be provided for class inter-visitations with an instructional focus of Explicit Teaching.</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>Opportunities will be provided to discuss observations and next steps.</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>After every observation cycle (November, January, March, May), school leaders will review Advance report and the observation tracker to ensure that teacher needs are being met and professional development can be planned.</td>
<td>All staff</td>
<td>Sept. 2018- June 2019</td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>School leaders will also monitor teacher ratings (after every observation cycle) in individual components to plan</td>
<td>All staff</td>
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<td>PD Committee , Administration and teachers</td>
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<tr>
<td>Professional Development workshops will be provided in the following areas:</td>
<td>All staff</td>
<td></td>
<td>PD Committee , Administration and teachers</td>
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<tr>
<td>*Providing timely and constructive feedback to students</td>
<td>All staff</td>
<td></td>
<td>PD Committee , Administration and teachers</td>
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<tr>
<td>*Engaging in frequent assessments with multiple opportunities for improvement</td>
<td>All staff</td>
<td></td>
<td>PD Committee , Administration and teachers</td>
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<tr>
<td>*Using questioning and discussion techniques to diagnose evidence of learning and increase student engagement</td>
<td>All staff</td>
<td></td>
<td>PD Committee , Administration and teachers</td>
</tr>
<tr>
<td>*Goal setting for students</td>
<td>All staff</td>
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<td>PD Committee , Administration and teachers</td>
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</table>
Administration and teachers will run reports, look at teacher growth and monitor ratings. Administration will assess the percent of Effective and Highly Effective ratings in Advance at benchmark periods of December and February to focus intervention on teachers receiving Developing or Ineffective in the area of Student Engagement.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the bi-monthly parent workshops on Tuesdays, teachers will share school-wide strategies implemented to support teacher development around the school-wide goals.

**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.

Administrative staff will review the number of Highly Effective, Effective, Developing, and Ineffective ratings staff received during the 2018-2019 school year by viewing observational reports in Advance.

Administrators will provide Professional Development to staff individualized to their particular needs based Formal and Informal observations during DOE Professional Development days and Monday PD.

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

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**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.

By February 2019, there will be a 5% growth in area of Questioning and Discussion as measured by Advance data.

School leaders will review Advance reports and the observation tracker to ensure that teachers receive actionable feedback aligned to the schools instructional focus and that all instructional expectations.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance data reports by Domain and component will be utilized to assess progress.
Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school's strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

| PS 98 Shorackappock Elementary School received a rating of 72% in the category of Strong Family-Community Ties as evidenced by the NYC School Survey Report. It is our desire to continue our partnership with parents and the community by enhancing communication with families by working collaboratively with parents to create opportunities for monthly involvement. |

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, we will demonstrate a 5% increase in parental engagement as measured by the participation of parents in the School Quality Survey.**
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians</td>
<td>Sept 2018</td>
<td>PA Parent Coordinator SLT</td>
</tr>
</tbody>
</table>

**Parent Survey** – develop and administer a survey to be completed by parents to elicit preferences of activities, events, workshops, and dates.

Examples: Parents as Reading Partners, Publishing Celebrations, Classroom Parent, Welcome Back Festival, monthly daytime and evening parent meetings.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians</td>
<td>Sept 2018</td>
<td>PA Parent Coordinator SLT</td>
</tr>
</tbody>
</table>

**Plan workshops and events** based upon feedback from the Parent Survey to support and strengthen family-community ties.

Create a Calendar Committee to increase parental participation at school events.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians</td>
<td>Sept 2018-June 2019</td>
<td>PA Parent Coordinator Teachers Administration</td>
</tr>
</tbody>
</table>

**Parent Conferences**—utilize the four parent conference opportunities to inform parents of school-wide expectations, regulations, and ways parents can support student’s social and emotional development.

Conduct school-wide assemblies to celebrate student achievement in academic areas in which parents are invited to participate and receive awards for their involvement in their child's success.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians</td>
<td>Sept 2018-June 2019</td>
<td>Administration, Teachers Parent Coordinator</td>
</tr>
</tbody>
</table>

Utilize technology such as phone messenger to inform parents and guardians of upcoming events.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Guardians</td>
<td>October 2018-June 2019</td>
<td>School Staff Parent Coordinator</td>
</tr>
</tbody>
</table>
Provide increased opportunities for parents to visit classrooms for literacy celebrations and volunteer time to assist in the classrooms.

| School Staff | Parent Coordinator |
| PC | October 2018-June 2019 |

Parent Coordinator will lead the creation of a parent calendar for:

- Parent workshops
- Parent visits to classrooms and events
- Parent volunteers

PC | October 2018-June 2019 | School Staff | Parent Coordinator

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

PS 98 will be a community based school working collaboratively with the school community during the 2018-2019 school year. We will be consulting with The Leadership Program CBO to plan activities for parents after school and on Saturdays to provide increased opportunities for parents to attend workshops, visit classrooms, and support parent volunteers.

### 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.

PA- The Parent Association will be an integral part of carrying out this goal. The PA will conduct the survey to parents eliciting feedback regarding events to be planned this year.

SLT- The School Leadership team will monitor the progress of the events and will assist in planning and implementation of events and activities during the school year.

Programs that incorporate parent participation include:

- City Harvest: Promoting healthy habits and educating parents about the resources in our community. We have been able to offer cooking classes to students and parents.

- Wellness In The Schools: Chef comes into the classrooms and provides hands-on workshops on healthy food choices and preparing healthy snacks.

- NY Public Library: Partnership Early Literacy Workshops for Families

- Cool Culture: Family passes to visit cultural institutions in NYC

- LINC: Promoting literacy at home, working with parent volunteers
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**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.

By February 2019, there will be a 3% increase in parental engagement as measured by the attendance of parents in school activities.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The PA, Administrators, teachers, and parent coordinator will calculate the number of parents attending activities by tracking the attendance at each event.

By February 2019, 20% of our staff will have facilitated meetings for parents.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Criteria includes:</td>
<td>Support is provided within the Unit of Study, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic concepts in the text. Wilson Learning Program</td>
<td>Our students receive intensive literacy development through a pull-out model. Teachers work in a variety of methodologies (charts, graphic organizers, cooperative groups and guided reading). Formative assessments are used to guide instruction and to improve students’ growth.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State Evaluations</td>
<td>Support is provided through small groups and whole group instruction. Using visual strategies (highlighting, color coding, visual representations) students learn to chunk complex problems. Vocabulary support is also provided during small group work</td>
<td>Whole class and small group instruction (Push-in organizational model).</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Subject</td>
<td>Evaluations</td>
<td>Support Provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>State Evaluations Teacher recommendation</td>
<td>Support is provided within the content area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic (content area) concepts in the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher recommendation</td>
<td>Support is provided within the content area, through guided reading instruction to develop fluency and comprehension with emphasis on vocabulary development. Lessons are structured so students work collaboratively to develop comprehension by listening, speaking and writing about academic (content area) concepts in the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher recommendation PPT recommendation</td>
<td>Counseling services (social skills training, conflict resolution, character education). Small group/individual counseling, classroom guidance lessons.</td>
<td>1X a week as needed during the school day.</td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There are three students identified as students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are three students identified as students in Temporary Housing</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>The school will provide these students with basic school supplies and books. The families will also be offered assistance in purchasing uniforms to be worn daily at school. Students are periodically seen by the school counselor on an at risk basis to monitor any needs the students may have throughout the school year. -Students may receive support from the following community resources that are affiliated with our school: Columbia Presbyterian Heights Coalition, The Administration for Children's Services, Metropolitan Center for Children's Services, and the Jewish Board. -Students are provided with Metro Cards or bus service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|---|--------------------------|---|------------------------|---|

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.

Administrative staff attends hiring fairs to identify and recruit highly qualified teachers. The payroll secretary works closely with the HR point person to ensure that all candidates have the required documentation and meet all deadlines. All teachers have common planning time and participate in inquiry teams. In addition, newly hired teachers are offered mentor support and are provided professional development designed to address their specific needs.

Support staff such as consultants, instructional coaches, Network Specialists and administrators support our new teachers and teachers identified as in need of professional development.

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).

All staff participates in on-going professional development including:

- Ongoing Literacy/Math coaching in classrooms
- Developing Teacher Team Norms and meeting focus
- PreK-5 classroom teachers and support personnel create curriculum maps for Units of Study
- Begin units by looking at the PBA end of unit performance tasks in order to determine the skills and Common Core Learning Standards being assessed and adjust lessons according to students’ needs.
- Educating teachers on the components of the Danielson Framework for Teaching and how they can be utilized to improve instruction.
-Ready Gen- modifying lessons in order to scaffold instruction so that we address the needs of all students.

-Teachers' College- grades k-2 will be using the TC reading and writing curriculum.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Our Pre-K staff attends in-house and city-wide professional development to ensure that students have a smooth transition to Kindergarten socially, emotionally, and academically. Our Pre-K curriculum is developmentally appropriate, adheres to New York State Pre-kindergarten Foundation for the Common Core and is fully aligned to the overall goals of the school. Our Pre-K teachers are currently using the DOE Units of Study. Parents are invited to attend workshops in our school (every month) which cover a variety of topics. Workshops address specific needs of Pre-K families and help to build a sense of community. During the school year, teachers familiarize students with the school environment and expectations. In May, we will conduct a workshop titled “Transitioning to Kindergarten” to familiarize the parents with the Kindergarten curriculum, routines, and expectations. The workshop is provided in collaboration by the Pre-K Teachers and the UPK Social Worker. Also in May, we conduct tours of the Kindergarten Mini-Building for our Pre-K parents and students. In addition, our Pre-K Social Worker and Family Worker work closely with the families throughout the year to prepare them for the transition to Kindergarten.

Early Intervention Services are provided by SEIT providers as their students are assigned to our school. The SEIT provider works closely with the classroom teacher and paraprofessional to assure that the student has a smooth transition from home services, to services in Pre-K, and eventually into Kindergarten. The school houses a UPK ICT class.
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.

Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared the process and the decisions with the staff.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>322,383.00</td>
<td>X</td>
<td>Section 5A-5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>127,210.00</td>
<td>X</td>
<td>Section 5A-5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>24,910.00</td>
<td>X</td>
<td>Section 5A-5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>5,503</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,048,669.00</td>
<td>X</td>
<td>Section 5A-5E</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.**

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 and consistent involvement of parents and community in the school. Shorackappock School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorackappock School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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, 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 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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

### Encouraging School-Level Parental Involvement

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 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)

Shorackappock School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

Success Academy, an ELA and Math enrichment program will be offered to students in grades 3-5 on Wednesday and Thursday from 2:30 pm-4:30 pm for two 10-week cycles beginning in October and January. From 9:00 am-12:00 pm, Saturday Academy will also be offered to students in grades 3-5 for two 8-week cycles beginning in October and January. Combined, both programs will reach 140 students.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, in partnership with The Leadership Program, PS 98 will have provided at least 30 hours of afterschool and day time programming to 250 students. By June 2019, 95% of students enrolled in 21st Century Community Learning Centers Activities will achieve 90 hours of programming.

By June 2019, students in grades 3-5 will show progress in ELA as indicated in a 10% decrease of level 1 students in the 2019 state evaluation assessments.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s) -- in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness -- support your academic goals for students?

After school enrichment activities will promote active lifestyles and creative expression resulting in students that are less stressed and more engaged in school activities. The homework help that will be provided to students before enrichment activities will ease academic pressures felt by students and their families at home and encourage a healthy work-life balance. To foster leadership and social skills and lower risk-taking behaviors, students in grades 4-5 enrolled in the after school enrichment program will participate in The Leadership Program’s boys and girls mentoring groups.

The Leadership Program will deliver 5 parent workshops from their Building Family Series throughout the 2018-2019 school year in the areas of interest indicated by parental feedback in the 2018 Community School Forum. These workshops will give parents the tools needed to support their children in their academic, social and emotional learning.

The Leadership Program will also provide 3 professional development workshops for school based staff to enhance and expand personal, professional and pedagogical skills.
In the classroom, individualized instruction in small groups will allow students to gain prerequisite skills to grade level expectations as outlined by Common Core Standards and district level leadership.

## Part 2 – Community School Partnerships Core Services Action Plan

**Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.**

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY17-18 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Staff</td>
<td>Grades 3-5</td>
<td>Extended Learning Time</td>
<td>Teachers will provide an additional 4 hours of weekly individualized instruction to 70+ students for 10 weeks. By June 2019, students will show progress in ELA and Math as indicated in a 10% decrease of level 1 students in the 2018 state evaluation assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Program</td>
<td></td>
</tr>
<tr>
<td>School Staff</td>
<td>Grades 3-5</td>
<td>Extended Learning Time</td>
<td>Teachers will provide an additional 3 hours of weekly individualized instructions to 70+ students for 16 weeks. Students will show progress in ELA and Math as indicated in a 10% decrease of level 1 students in the 2019 state evaluation assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday Academy</td>
<td></td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>Grades K-5</td>
<td>Enrichment/Extended Learning Time</td>
<td>By June 2019, in partnership with The Leadership Program, PS 98 will have provided at least 30 hours of afterschool and day time programming to 250 students. By June 2019, 95% of students enrolled in 21st Century Community Learning Centers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After School/Lunch Time Enrichment Activities and Homework Help</td>
<td></td>
</tr>
<tr>
<td>The Leadership Program</td>
<td>Parents, guardians and families</td>
<td>Family Engagement Parent Workshops</td>
<td>Activities will achieve 90 hours of programming</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
</tbody>
</table>

By June 2019, lead CBO will have provided 5 workshops in parents’ areas of interests from The Building Families Series. 60% of parent workshops will involve both parent and student attendance.

### Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The CSD will focus on implementing a successful after school enrichment program in the 2018-2019 school year. The CSD will also implement the lunch time enrichment clubs to serve another 45 students in grades K-5 over the course of 30 weeks.

Teachers will provide additional academic programming to 140+ students in the academic support activities (Success Academy and Saturday Academy) starting in mid-October to prepare students in grades 3-5 for state examinations.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community
4. School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

After school enrichment activities will promote active lifestyles and creative expression resulting in students that are less stressed and more engaged in school activities. The homework help that will be provided to students before enrichment activities will ease academic pressures felt by students and their families at home and encourage a healthy work-life balance.

The Leadership Program will deliver 5 parent workshops from their Building Family Series throughout the 2017-2018 school year in the parents' areas of interest as indicated by survey responses. Subject matter includes successful parenting techniques, healthy living, job readiness, creative outlets and more. These workshops will give parents the tools needed to support their children in their academic, social and emotional learning.

In the classroom, individualized instruction in small groups will allow students to gain prerequisite skills to grade level expectations as outlined by the Common Core Standards.

Part 4 – Community School Partnerships Oversight

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

1. The CSD will focus on implementing a successful after school enrichment program serving approximately 125 students in the 2017-2018 school year. She will also implement the lunch time enrichment clubs to serve another 125 students in grades K-5 over the course of 30 weeks.

Teachers will provide additional academic programming to 140+ students in the Academic Program and Saturday Academy starting in mid-October to prepare students in grades 3-5 for state examinations.

2. Prior to the start of the school year, planning meetings with multiple stakeholders (administration, CBO, 21st Century, DOE) were held to review school data and identify academic and enrichment needs for students.

3. With the New Visions Data Sorter, the school will track learning trends to identify the students’ academic needs. Information will be communicated with teachers to target instruction and align students to academic standards.

**Part 4b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.
School teachers will be needed for the Academic Program and Saturday Program. Teaching materials have already been acquired.

**Part 4c. Timeline for implementation and completion, including start and end dates.**

**Success Academy:**
- Start date: October 10, 2018
- End date: December 21, 2018

**Saturday Academy:**
- Starts on October 13, 2018
- End date: February 9, 2019

**After School Enrichment:**
- Start date: Early to mid-October 2018

End Date: Mid to late May 2019

**Part 4d. Mental Health Work Plan**

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ___________________________</th>
<th>DBN: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [x] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
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:
Currently 167 of our school's students have been identified as English Language Learners (ELL's). Almost 50% of those students have been in the U.S. for only one year. After having carefully reviewed the 2017-2018 STAR Reading data and the preliminary 2018 State ELA/Math exams data of our ELLs for patterns and trends, we have determined that our ELL population is mostly performing at Levels 1 and 2. Also, the NYSESLAT data shows that our ELL population needs support in developing their academic language, reading comprehension, and, especially, their writing skills. Furthermore, the Spanish LAB-R and Spanish ELE exams tell us that many new arrivals have academic deficiencies in their first language.

Our goal is to achieve equity of instruction for our ELLs. In order to accomplish this goal, we will implement a strong academic ELL Supplemental Title III academic program using ENL best practices and methodologies to enhance, maintain, and sustain academic English through core content areas. As part of the implementation of the strong ELL support system, we have initiated a supplementary Saturday Title III instructional program for ELLs (Saturday Academy). The program will run for 19 sessions from October 2018 through March 2019. The sessions will take place at P.S. 98 from 9:00 a.m. - 12:00 noon.

Entering and Emerging levels (mostly newcomer ELLs)
- one group of fourth and fifth graders (12)

Transitioning and Expanding levels:
- one group of third graders (24)
- one group of fourth graders (24)
- one group of fifth graders (12)

Entering and emerging students will receive more intense, skill-driven activities through the Imagine Learning program, whereas the transitioning and expanding students will receive more enrichment through research-based Literacy and Math programs.

We will have 3 certified ENL/bilingual certified teachers, servicing students in grades 3, 4, and 5. Teachers will use non-fiction texts for ELA instruction. Math instruction will be delivered in Spanish to supplement our dual language program. If we do not have sufficient ENL/bilingual teachers for the program, we will follow district’s protocol for hiring qualified teachers. There will be 1 (one) administrator supervising the Saturday program exclusively for its duration and 1 (one) administrator supervising the After-School program. The supervisor's hours for Saturday Academy are from 9:00 a.m. - 12:00 p.m. and for the After-School program the hours will be from 3:30-4:30. The supervisor will monitor instruction, support teacher development, and help with identifying effective teaching strategies. The supervisor has extensive training in state mandates for ELLs and has been exposed to the curriculum and regulations of the ELLs. Parents will be offered workshops to provide strategies they can use with their children at home, in order to support them in ELA and Math. The workshops will be provided by the ESL specialist, administrations, and consultants.

The After-School program will consist of two sessions (Session One will meet from 2:30-3:45 and Session Two will meet from 3:45-4:50) on Wednesdays and Thursdays. Math instruction will be delivered in Spanish to supplement our dual language program. The program specifically
Part B: Direct Instruction Supplemental Program Information

targets students in Levels 1 and 2, as well as some students who scored low Level 3. Students will learn reading strategies using Crosswalk Coach Plus and math strategies in Spanish using Focus Mathematics. We will have 3 Bilingual teachers.

Grade 3 Two groups of 10 ELLs each
Grade 4 Two groups of 10 ELLs each
Grade 5 Two groups of 10 ELLs each

To support our Saturday Academy, we will use research-based materials that incorporate ESL instructional strategies across core content subject areas, including the Imagine Learning program, Crosswalk Coach Plus, and Focus Mathematics (in Spanish). These materials are used exclusively with our Title program and not during the regular school day. Materials will be purchased using Title III funds. Through these resources, the ELL students engage with challenging and authentic texts from traditional and contemporary literature, and non-fiction texts related to ELA, Math, Science, and Social Studies. Technology will be incorporated into all lessons. Teachers will differentiate instruction to meet the needs of ELLs using a variety of instructional strategies, including but not limited to scaffolding, graphic organizers, modeling and retelling, sequencing, various assessment strategies, and accountable talk. Students with proficiency levels of transitioning, or expanding, will engage in guided reading, writing and skill-based literacy instruction. Attendance will be taken at every lesson and archived; our Parent Coordinator will reach out to parents of children who are absent or decline the offer to participate. Students' progress will be monitored and a file will be maintained for each student. The teachers will track student progress through the STAR Literacy Assessment, teacher-generated assessments, and conference notes. The Imagine Learning progress/growth data will also be informative because this technology program differentiates for all students and targets specific weaknesses identified in the diagnostic assessment and formative assessment data. Parents will be informed about the Saturday Academy program via our School Messenger, letters backpacked with students, and the school calendar distributed monthly. Letters will be translated into the parent's preferred language of communication. The PA meetings will also serve as a resource to share information.

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: 

All teachers working in our Saturday Academy Program will receive training and instruction in using new instructional materials.

In 2018-2019, our school will provide PDs to all teachers and administrators that address the needs of ELLs. At least 15% of the PD hours for all teachers and a minimum of 50% of the PD hours for all Bilingual and ENL teachers will be dedicated to training teachers on effective instructional practices that address the academic and linguistic needs of ELLs. Our ultimate goals is to improve the ELLs’ English Language proficiency, prepare them to meet and exceed Common Core standards, and achieve higher scores on all city and state assessments. Based on the results of the staff needs assessment survey at the beginning of the school year, as well as the data we have collected workshops have been designed to address teachers' desires and needs for professional development to work with ELLs. The duration of the PDs maybe
**Part C: Professional Development**

intermittent for the duration of the program. Some PD topics may require more than one session or be ongoing depending on the needs of our teachers.

Number of Teachers receiving training: 6 ENL/Bilingual Teachers (Saturday Academy and After-School)

Approximate Number of PD sessions: 19

**Tentative Schedule of PD Workshops:**

1. **September 2018**, one Monday from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Using Data to Inform Instruction / Using Formative Assessment to Raise Student Achievement / Checking for Understanding. Provider: Ms. Gleason/Mastery Connect

2. **October 2018**, four Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Depth of Knowledge (DOK). Provider: Literacy Coach/ENL teacher

3. **November 2018**, three Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Depth of Knowledge (DOK). Provider: Literacy Coach/ENL teacher

4. **December 2018**, two Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Analyzing Student Work and Planning Individualized Instruction/Grouping. Provider: Ms. Gleason/Literacy Coach

5. **January 2019**, two Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Questioning and Discussion Techniques for ELLs / Student Led Discussions. Provider: ENL Teacher

6. **February 2019**, two Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Understanding NYSESLAT Questions. Provider: ENL teachers

7. **March 2019**, two Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Best Scaffolding and Differentiated Instructional Strategies for Teaching ELLs. Provider: ENL teachers

8. **May 2019**, two Mondays from 2:20 p.m. to 3:40 p.m.
   - **Topic:** Reciprocal Teaching Strategies to Enhance ELLs’ Reading Comprehension. Provider: ENL teachers

In addition, the teachers working during the Title III Saturday Academy instructional program will receive professional development and training on using new instructional materials.

All workshops will be led by ENL certified teachers who have years of experience successfully teaching ELLs. In addition, our teachers will participate in any professional development series sponsored by the Office of ELLs, and/or professional development conducted by our Manhattan Field Support Staff on the methodology and strategies of teaching ELLs.

All the above-described Professional Development activities will be at no cost to Title III, with the exception of the PDs provided by consultants from Teaching Matters or the Office of School Improvement.

We believe our PDs will empower our teachers of ELLs to accomplish their jobs even more effectively, to grow as professionals, and have a lasting impact on the performance of our ELLs. Our goal is to have quality teachers in front of our ELLs.
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: ______

The goals of our 2018-2019 parental engagement activities will be to increase our parents’ involvement within the district and our school, to inform our parents of the curriculum and instructional expectations, about their children’s academic and social growth, and also of their rights, and support them in helping their children progress academically and achieve the English language proficiency.

These goals has been established based on our parents’ needs, which were evaluated through formal interviews and informal conversations during the school’s parental engagement hours, parent teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socioeconomic situation.

The P.S. 98M administrators, teachers, social workers, invited speakers and the Parent Coordinator will provide the presentations. The workshops will be conducted in English and Spanish. Interpretation will be provided for parents who do not speak English and/or Spanish either by DOE staff and/or the Department of Education Translation Services.

These are some of the presentations/activities we have planned that we believe will foster parental involvement for parents of ELLs:

- Partnership with the organization Literacy Inc. which provides a program for parents which teaches them how to improve their children's reading and writing skills at home, how to select grade appropriate text for your child, engage in academic conversation with your child, the role trips play in student learning, math games that could be played at home, etc. These meetings will take place once a month for 1 hour.

- Our school partners with Inwood Community Services and Washington Heights Coalition that provide workshops or services to the ELLs and their parents.

- Annual ELL Conference held by SLT in collaboration with PA once a year with the support of the administration and the teachers who offer workshops and conferences for parents.

- Family Game Night - takes place at P.S. 98 every year. Parents of ELLs interact with their children and other families.

- Family Movie Night - held at P.S. 98 once a year. The school auditorium is converted into a cinema and parents have an opportunity to spend quality time with their children, other family members, and the members of the community.

- Parent Coordinator led workshops for parents - every month the parent coordinator has a workshop for parents including the parents of ELLs. The topics range from how to read together with their children, help their children with homework, work with the teacher of your children, to how to help their children learn to take responsibility, the ABCs of discipline at home, understanding the Common Core, reading aloud to children, and how to use technology to access child's data. Other topics will be generated as per parent requests or needs.

All the parental engagement activities will be at no cost to Title III.

Parents will be notified of all meetings, workshops, shows, events held at P.S. 98M through via our School Messenger, e-mail, monthly school calendar, fliers, parent brochures, and letters in the parents' language of choice as indicated on the Home Language Identification Survey.
### Part E: Budget

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

**Allocation Amount: $______**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>098</td>
</tr>
</tbody>
</table>

| School Name | Shorackappock Elementary School |

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Maritza Rodriguez, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Dafne Sanchez-Aldama, AP</td>
</tr>
<tr>
<td>Coach</td>
<td>Wanda Hall, AP</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ella Tikhon, ENL</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Heidi Guzman</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Anne-Catherine Mauk, ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Hector Vasquez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Anna Shubin / SETSS Teacher</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manuel Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 2 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 6 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| 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
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes No If yes, indicate language(s): Spanish
- Dual language program (DL) Yes No If yes, indicate language(s): Spanish
- Freestanding ENL Yes No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>SP</td>
<td>20+ years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>DL</td>
<td>SP</td>
<td>20+ years</td>
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<td>1</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Total

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We evaluate students' growth in various assessments and use multiple sources of data to make instructional-based decisions and guide planning and group formation.

   Our school uses the following tools to assess the early literacy skills of the English Language Learners (ELLs):

   - STAR Early Literacy and Literacy (administered 3 times a year)
   - DRA (twice a year)
   - Running Records
- Wilson Assessment of Decoding and Encoding (WADE)

To monitor the academic growth of our ELLs, we rely on the following assessments:

- Accelerated Reader book quizzes (enable teachers to monitor the quantity and quality of reading practice engaged in by the students)
- Ready Gen performance-based assessment (writing)
- Math problem solving
- Guided reading conference notes
- Estrellita (Grades K-2)
- Teacher-made assessments (rubrics, checklists) aligned to the curriculum
- Pre- and post- RTI reading assessments

The data collected from these assessments provide us with the insights into the growth of our ELLs - which students make progress, plateau or lag behind. This helps us plan targeted lessons that meet the needs of our students.

In addition, the assessments are helpful in planning professional development sessions for teachers focused on how to move the ELL students forward. We can use the assessments to identify trends in the data and then focus on those areas to develop professional competencies within our staff.

Last but not least, the assessments help us evaluate the efficacy of our programs and instruction and modify as needed based on the results.

2. **What structures do you have in place to support this effort?**

   We possess licenses for the assessments and work with an AP/Testing Coordinator, and a Reading Specialist to coordinate the assessments. We work with the organization Reading Matters that provides professional development and support so that teachers can make instructional decisions based on the data gathered. In addition, we coordinate with the Literacy Coach and Math Coach on content-based assessments and data talks.

   We consider it a success when the data from our formative assessments show that our students meet and exceed NYS Standards, make progress in their acquisition of a new language, develop English proficiency, or proficiency in the target language (for the students in our dual language program), or test out of NYSESLAT.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   - ELA and Math State Exams
   - NYSESLAT
   - El Examen de Lectura en Español (ELE) (to test students’ vocabulary knowledge and ability to understand words in context)
   - EDEL
   - Home Language Arts Spanish Performance Assessment
   - STAR

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   We work with the organization Reading Matters that provides professional development and support so that teachers can make instructional decisions based on the data gathered. In addition, we coordinate with the Literacy Coach and Math Coach to analyze the results of content-based assessments and conduct data talks.

5. **How does your school use 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.]
As a school community, we collect and analyze the data throughout the year, discuss the areas of need, and make decisions about the programs, placements of students, as well as any additional supports needed.

At Tier I, all ELL students are provided with whole-class instruction and small-group instruction (guided reading and math groups) from their general education teacher. Bilingual teachers use ENL strategies and native language support to make content comprehensible. The support of ELLs in monolingual classrooms is provided by the ENL teachers via the standalone ENL and/or integrated ENL/ELA or other content area model.

At Tier II, our at-risk ELLs receive small-group instruction services via a push-in and/or pull-out model by a SETSS teacher and an RtI Reading specialist (we are working on securing an RtI Math teacher). The Tier II instruction is a supplement to the core curriculum. Through the interventions employed in Tier II we address any barriers that impede the academic performance of our ELLs. ENL and bilingual teachers provide mandated language support to the ELL students using the ENL strategies and native language support.

Tier III includes the students who do not make adequate progress with the RtI services in Tier II. Those students are referred to our Pupil Personnel Team (PPT). The team evaluates all the academic variables and the remediation that has taken place for those students. If needed, the students are referred to our School Assessment Team (SAT) for further assessments/evaluations, whereby the students maybe placed. Bilingual teachers scaffold the instruction of the ELLs in Tier III using the ENL strategies and native language support. The ELLs in monolingual programs continue receiving the mandated services from the ENL teachers.

The RtI team and classroom teachers use the following intervention programs and materials:

- Fountas and Pinnell leveled guided reading books
- The Spalding Method
- Wilson Fundations
- Teacher-developed materials/Units of Study
- Pre-Referral Intervention Manual (PRIM)
- Reading and Writing Sourcebook from Great Source
- Strategies from the books Asking Better Questions by N. Morgan and Making Thinking Visible by R. Ritchhart
- Strategies from the Explicit Direct Instruction by John Hollingsworth

All RtI services, interventions, and assessment tools are documented via students portfolios, teacher data binders, professional development, PPT meetings, special education meetings, and RtI meetings.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

We share the NYSITELL/NYSESLAT, ELA and Math data including the data from the ELL Data Analysis Tool (EDAT) with the teachers and students’ related services providers

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

A review of the NYSITELL and NYSELAT results demonstrates that most of the students in our school are either at the intermediate (emerging/transitioning) or advanced (expanding) level of their English language acquisition. It appears that the younger the students are, the more likely they are to be at the beginning (entering) and intermediate (emerging/transitioning) level, unless the students are newcomers.

The review of the tests’ results also demonstrates that ELLs at all grade levels develop listening and speaking skills first and then develop reading and writing skills. ELLs at the beginning level show stronger listening and speaking skills than reading and writing. ELLs at the intermediate level demonstrate growing ability in reading while their writing still needs significant improvement. ELLs at the advanced level demonstrate a considerable growth in their writing ability.
With more intensive work in the area of reading comprehension and written expression, our expectations are that the students will move more quickly from the intermediate (emerging/transitioning) to the advanced (expanding) level, and from the advanced (expanding) to the proficient (commanding) level.

Our NYSESLAT results are consistent with the research regarding the stages of the acquisition of a new language: first the child develops the speaking and listening competency, followed by reading, and then writing. These patterns help us plan differentiated small-group instruction.

### Part IV: ELL Programming

#### 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.**

   Our Freestanding ENL Program provides instruction in English with supports emphasizing English language acquisition. It is based on the standalone ENL and integrated ENL/ELA (or other content area) models. During the stand-alone ENL instruction students develop English language skills so that they can succeed in core content courses. It is delivered by our two ENL teachers. During integrated ENL instruction students build English language skills through content area instruction. It is delivered by co-taught by our certified ENL teachers and certified content area teachers (common branch and/or social studies), and it will be provided by a dually certified teacher in the event that we create a self-contained ENL classroom.

   Currently ENL is delivered via the stand-alone/small group and integrated models. In the integrated model, our ENL teachers work collaboratively/co-teach with classroom teachers to provide language acquisition and vocabulary support. In the stand-alone model, we bring together ELLs from various classes for small-group, individualized English acquisition-focused instruction in the English language, reading, writing, and content areas where applicable. Our goal is to align the ELL instruction with the CCLS and with our school’s curriculum.

   When we place ELLs in small groups, we strive to group them homogeneously into categories with the same proficiency level based on their performance levels obtained from the latest NYSESLAT results and also the NYSITELL scores for new ELLs (entering, emerging, transitioning, expanding, and commanding). When ELLs in the dual-language program reach commanding level, they remain in the class as English-Proficient students.

   b. **TBE program. If applicable.**

   Our Transitional Bilingual Education program helps ELL students develop conceptual skills in the Spanish language as they learn English. All instruction is Common Core-aligned. It consists of ENL, Language Arts (Spanish and English), and at least two subjects in the native language at the beginning levels (math, science, and/or social studies). The ENL component helps students develop skills in listening, speaking, reading, and writing in English, and the Spanish Language Arts component helps students develop skills in listening, speaking, reading, and writing in Spanish. The classes alternate between English and Spanish instruction following the balanced literacy model, and the ENL support is provided by the bilingual teacher in the classroom. The TBE classes are formed heterogeneously, however, teachers can group students homogeneously in the classroom depending on the needs of the students. As ELLs develop English language skills, time in the Spanish language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language supports.

   c. **DL program. If applicable.**
Our Dual Language program serves both ELL students in need to English language development and monolingual English-proficient students who are interested in learning Spanish. It consists of the following components: an ENL component to help students develop skills in listening, speaking, reading, and writing in English; a Spanish Language Arts component to help students develop skills in listening, speaking, reading, and writing in Spanish; and content area instructional component (math, science, social studies) taught in English and Spanish. All dual language classes alternate between English and Spanish instruction following the balanced literacy model, and the ENL support is provided by the classroom teacher in the classroom.

The primary language acquisition goals of our Dual Language program is the development of grade-level-appropriate biliteracy and academic skills in English and Spanish.

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)?

   The ENL teachers, the Principal, and other staff members are continuously working to develop a schedule for the ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations.

   We currently have two full-time ENL teachers on staff to provide the ENL services. In the beginning of the school year, after the completion of the NYSITELL testing, the ENL teachers design schedules. Great care is taken to ensure that student groups are set up to allow for the number of required instructional minutes:

   - Entering - standalone: 180 min, integrated ENL/ELA: 180 min, total: 360 min
   - Emerging - standalone: 90 min, integrated ENL/ELA: 180 min, standalone or integrated: 90 min, total: 360 min
   - Transitioning – integrated ENL/ELA: 90 min, standalone or integrated: 90 min, total: 180 min
   - Expanding - integrated ENL/ELA or other content area: 180 min, total: 180 min
   - Commanding – integrated ENL/ELA or other content area: 90 min, total: 90 min

   The bilingual (TBE and DL) classes' schedules are set up to fulfill the required minutes for ENL instruction. The schedules are arranged to ensure that the mandated number of units of Home Language Arts instruction per week as outlined in CR Part 154, in both TBE and DL programs, are met.

   The transitional bilingual education (TBE) classes adhere to the appropriate language allocation of units according to each student’s NYSESLAT/NYSITELL scores. Literacy instruction is delivered through English Language Arts using ENL methodologies and Spanish Language Arts. Social Studies and Science are taught in English and Spanish on alternating days. Math is taught in Spanish. At the entering level, our TBE students receive about 75% of instruction in Spanish and 25% in English. As their English proficiency increases, more of the instructional day is spent learning in English.

   Dual Language (DL) classes adhere to a 50/50 language allocation policy. Grades K-2 alternate language every day (instruction is delivered in L1 on day 1 and in L2 on day 2). Grades 3-5 have English and Spanish AM and PM cycles (during week 1, instruction is delivered in L1 in the mornings and in L2 in the afternoons; during week 2, instruction is delivered in L2 in the mornings and in L1 in the afternoons; etc.).

   Both transitional and dual language classes are taught by fully certified bilingual teachers who are responsible for conducting the instruction in both English and Spanish. All transitional bilingual classes are organized heterogeneously to encourage peer interaction and support. Our philosophy is predicated on children being able to learn from each other and to promote each other’s academic growth.

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.
Our goal is to align all ELL programs with the comprehensive core curriculum. The programs for ELLs are built around the four essential skills students must acquire: listening, speaking, reading and writing. The instruction is content-based. The content, materials and lessons are adapted to meet each student’s needs and provide scaffolding for language. The teachers utilize differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

Language Arts (ESL, TBE, Dual Language):

In 2013 we adopted the Ready Gen K-5 ELA core curriculum. The curriculum combines the requirements of the NYSED, content aligned to the CCLS, and strong teacher support into a cohesive program that addresses today's educational priorities. Ready Gen is organized around units of study that feature thematic text sets. Our students read authentic pieces of literature, such as novels, trade books and shorter, related texts of multiple genres. They experience close reading of text at varying complexities across grades, and engage in the task of citing text evidence in response to text-based questions that involve higher-order thinking.

Through Ready Gen, we continue to provide a Balanced Literacy (The Readers and Writers Workshop) approach to reading. Students receive various levels of support in large and small groups as well as individually, and move from dependent to independent readers, writers, listeners, and speakers. Students are provided with guided and shared reading instruction in order to develop fluency and comprehension. Accountable talk is utilized to develop the ELLs' language skills. Teachers focus on the four language modalities with a concentration on academic vocabulary development. They introduce new concepts by discussing vocabulary words key to that concept. Another strategy is guided practice. With this method teachers structure lessons so that students work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text.

In Grades K-5 bilingual classes, literacy is taught in both English and Spanish as per the Language Allocation Policy. The literacy program includes a period for skill building in English which introduces ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context. Instructional strategies depend on the study units and the assessment data. Teachers facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short-time segments, they assess informally based on curriculum, do fluency building (high frequency words), as well as teach academic vocabulary using various research-based strategies. Teachers use a variety of interactive strategies to teach phonemic awareness.

Math (ENL, TBE, Dual Language):

We are currently implementing the Go Math program designed to meet the objectives of the CCLS for Mathematics. Lessons begin with context-based situations and progress toward abstract problems. Students receive support as they advance from concrete to abstract content through the use of models and math talk prompts, which is presented throughout the program. The mathematical content strands are all addressed in Go Math. Each strand is addressed throughout all grade levels of the program. Each grade level builds on and extends concept understanding so that the students approach each new challenge from a firmly established foundation. Teachers use explicit vocabulary building and recurrent informal assessments. They monitor progress through group and individual assessments and portfolios. Concepts are reinforced through games, math journals, and a variety of tactile strategies.

In Dual Language classes Math is taught in Spanish and English using ENL strategies and native language support. In TBE classes Math is taught in Spanish. Students in Freestanding ENL programs receive Math instruction in English with scaffolding and native language support to make content comprehensible.

Social Studies (ENL, TBE, Dual Language):

The Houghton Mifflin Harcourt Social Studies program is used for grades K-5. Students read an array of informational texts. They learn text structure and unique features of informational text as ways to enhance understanding, master the general
academic and domain-specific vocabulary, and master the skills necessary to speak and write about various social studies subjects knowledgeably. Some of the materials used with ELLs in the Freestanding ENL program are thematic units on history/social studies from the Rourke Classroom Resources' ELL Interventions Kits (Readers for Writers). In DL and TBE classes, Social Studies is taught in the native language (Spanish) and English using ENL strategies/native language support.

Science (ENL, TBE, Dual Language):

Grades K-2 use the Harcourt School Publishers, New York City Edition, and Grades 3-5 use the Foss Core Science curriculum. Science glossaries are provided to ELLs in Grade 4 which are also used during the administration of the NYS Science Test. A Science cluster teacher provides additional science instruction, including lab work, for grades K-5. Students read a lot of texts in science. They learn text structure and unique features of scientific text as ways to enhance understanding; master the general academic and domain-specific vocabulary; and acquire the skills necessary to speak and write about the scientific subjects knowledgeably. In freestanding ENL, some of the materials used are thematic units/leveled texts from Readers for Writers (Science) by Rourke Classroom Resources. In DL and TBE classes, Science is taught in the native language (Spanish) and English using ENL strategies/native language support.

All cluster content areas teachers align their work with the curriculum in each grade. They use various scaffolding techniques to build academic vocabulary and to make academic content comprehensible. They consult with classroom teachers in order to give additional support to the students. Also, our teachers analyze student writing work in Teacher Teams. In response to identified students' needs, the teachers work to develop approaches that would teach the students various writing skills. The teachers assess the success of their approach in order to determine the next steps. The aim is to strengthen student writing.

In all subject areas, including Social Studies and Science, the following approaches, methods and strategies are used as part of targeted interventions for all students, including SIFEs, newcomer ELLs, long-term ELLs, ELLs with special needs, and former ELLs:

- Graphic organizers, such as semantic mapping, story maps, concept maps, KWL
- Realia, art objects, visual displays, illustrations, real life examples, visual cues, kinesthetic (hands-on) activities
- Word walls, strategy charts related to the units of study, the flow of the day charts, charts modeling the correct use of language, leveled libraries across a variety of genres, including multicultural books and books in Spanish
- Glossaries and dictionaries in the students' native languages
- Vocabulary development component and extra time to practice applying and using the vocabulary
- Cooperative learning, peer tutoring
- Practicing paraphrasing and retelling, picking out the main idea of the text and justifying it through text-based evidence, relating reading to student experiences, prediction, and visualization of a story (draw a scene, plot, etc.)
- TPR (Total Physical Response) with entering and emerging ELLs to address the listening modality
- Natural Approach methodologies, Cognitive Academic Language Learning, Whole Language Approach
- Individual conferencing with the teacher, think-alouds used with reading, explicit teaching of text structure, chunking and questioning aloud, retelling a story, daily re-looping of previously learned material, and use of native language support

Some of our bilingual and ENL teachers attended the Sheltered Instruction Observation Protocol (SIOP) training. Our goal is to expand this training to other school-based personnel in order to implement this highly structured and effective model in the classrooms. This will help our ELLs have access to difficult Math, Science, and Social Studies concepts while mastering the English language simultaneously.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to ensure that our ELLs are appropriately evaluated in their native language throughout the year, we administer the following assessments:

- Spanish Language Assessment Battery (Spanish LAB) test to determine language dominance during the initial identification of ELLs;
- Evaluación Del Desarrollo De La Lectura (EDL) to determine the students' reading levels/proficiency in Spanish;
- El Examen de Lectura en Español (ELE) to test students' vocabulary knowledge and ability to understand words in context.

5. 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

5 (a) SIFE: This academic year we have 6 (six) SIFE students. We place them in an appropriate age range and in the group that best suits their needs. They are exposed to read-alouds from a variety of genres in order to develop listening skills and expand vocabulary. Language structures are developed by engaging students in shared reading. Teachers are using interactive writing and explicit instruction to support those students with their writing skills. They also apply appropriate scaffolding techniques and use peer buddy and small-group activities so that the SIFEs gradually feel safe to take educational risks.

We are also looking into obtaining licenses for the Imagine Learning and System 44 programs for our SIFEs.

5 (b) Newcomer: We realize that the demands of newly arrived ELLs are different from the ELLs who have been in the country for more than a year. When those students are grouped together, our teachers employ a variety of scaffolding methods to ensure differentiation. In the very beginning, the vocabulary range is our strongest focus in the instruction of our newcomer ELLs. The newcomer ELLs' language instruction centers on teaching of the Basic Interpersonal Communicative Skills (BICS), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their needs. While they are acquiring the basics, they are also introduced to the academic English language, or taught Cognitive Academic Language Proficiency (CALP) through various instructional strategies. This way the students master academic content while they become proficient in English as subject areas are integrated with language objectives. They learn English as they study meaningful content. With the Emerging or Transitioning newcomers, the focus usually shifts to sentence syntax and the grammar rules, as well as reading comprehension and writing/editing. We support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as providing students with manipulatives and other hands-on materials.

5 (c) Developing: The ELLs receiving 4-6 years of ENL services are at risk of becoming Long-Term ELLs. To support those ELLs, we analyze the students' NYSESLAT scores and other assessment data reflecting areas of weakness, and plan an intervention which includes the regular minutes mandated by CPR 154, RtI supports, after school programming, and the Title III after-school program, if available. The students also participate in the NYSESLAT test prep geared towards their deficiencies assessed by NYSESLAT.

Our goal is to provide the ELLs who are at risk of becoming long-term ELLs and who have scored a Level 1 or 2 on ELA/Math with intensive literacy development and math interventions through a coordinated effort from support personnel (RtI Reading, RtI Math, SETSS, and classroom, and ENL teachers) during regular school hours. These students are encouraged to attend the after-school program (if available) where extra support is given in reading, writing, and math. The goal is for the ELLs receiving services for 4-6 years to reach proficiency and test out of NYSESLAT and to increase their academic achievement in Language Arts and Mathematics.

5 (d) Long-Term: Currently we do not have long-term ELLs, but if we did, our plan would have been as follows:

The long-term ELLs are often orally bilingual (they have a high level of proficiency in social English and their native language), but they have limited literacy skills in their native language and limited academic literacy skills in English. They are usually transnationals who have moved back and forth between countries and have inconsistent schooling. This results in difficulties with reading and writing which impact their performance in other content area subjects. Many long-term ELLs are dual-identified with cognitive learning challenges in addition to their language status. It is important to learn more about the
academic backgrounds of long-term ELLs and base instruction upon an intensive study of their NYSESLAT scores and other assessment data reflecting opportunity areas for improvement. The goal is to develop a strong foundation in academic language and content areas by focusing simultaneously on content (Math, Science, and Social Studies) and literacy/language learning (SIOP model).

5 (e) Former ELLs: Our Former ELLs receive at least 90 minutes of integrated ENL/ELA (or other content area), and classroom teachers continue to support them through scaffolding. The students are paired with classmates whose reading and writing skills in English are strong. We also ensure that the test accommodations are available to former ELLs for up to two years after passing the NYSESLAT (these students are provided with extended time on all standardized state-wide exams, as well as the opportunity to take the exam in a separate location). In some cases, glossaries or bilingual dictionaries are used. The ENL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students’ progress.

6. 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?

For ELLs identified as having special needs, ENL teachers collaborate with classroom teachers to ensure appropriate instructional strategies and relevant context related texts are used in the ELL classroom to provide access to academic content areas and accelerate English language development.

ELL teachers review IEP goals, so that they can address students’ needs while incorporating ENL techniques. Students identified as entering are pulled out in smaller groups. Multi-sensory techniques are used in this setting to address beginning language skills. When possible, students with special needs are mainstreamed and combined with students from the general population. Some ELL students also receive SETSS where specific instruction in early reading and phonic skills (Wilson Program) reinforce English language skills.

For additional instructional strategies/interventions, see the answer to question 3 above.

7. 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?

The ELL-SWD students receive the same state-mandated services for English Language Learners as the general education students.

8. 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.

See Part A (Programming and Scheduling), answers to questions 6(a), 6(b), 6(c), 6(d), and 7.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

No new programs are currently forecasted.

10. If you had a bilingual program, what was the reason you closed it?

No changes are planned at this time.

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

In our school all students, including ELLs, follow the same standards-based rigorous curriculum and are afforded full access to all school programs and activities. One of the examples is the after-school tutoring program which serves mainly our ELL students by utilizing small-group, targeted instruction. During this time the students are provided with additional support in the content areas, and specific areas that the students are having difficulties in. In addition, our school has obtained a grant through our Community School partnership to provide high-quality after-school programming for our students every day from
2:20-5:30 P.M. This programming includes access to activities related to the arts, sports, academics, and health. All ELLs are eligible to enroll on a first-come, first-served basis. ELLs are also encouraged to enroll in the SCORES program, which offers soccer and poetry instruction after school. Students participate in a soccer match each Friday and have a summative poetry reading at the end of the eight-week term.

We consider it a success when we provide our ELLs with a rich, challenging and supportive educational environment that helps them become well-rounded learners and develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society.

12. 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 our school, we have a computer room with 32 computers and each classroom has a computer and Internet access. Students have access to the following language development programs: Renaissance Accelerated Reading (English/Spanish), Renaissance English in a Flash, and Starfall. In addition, teachers use the Discovery Education program and the Brain Pop program in English and Spanish to support the content areas in both languages. All our classrooms are equipped with Smartboards. The library (which is currently being renovated) will have a research center with several computers. This affords students opportunities to work on research papers with the librarian. The school also has a laptop cart which teachers can bring into their classrooms.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

The Dual Language and Transitional Bilingual Education program models have a native language component (part of the instruction is conducted in students' native language, i.e., Spanish). For detailed description of how home language support is delivered in the DL and TBE program models, please see Part V: ELL Programming.

In the monolingual classes, the teachers support the native language of our ELL students through the following methods/resources:

- Dictionaries and glossaries
- Paraphrase and drawings
- Cognates and other helpful mother-tongue equivalents to facilitate vocabulary development and to make content comprehensible
- Pre-teaching or checking for understanding of the concepts in the native language if appropriate
- Pairing students who share the same native language but have different levels of English proficiency, especially for newcomer ELLs
- Books on the language, culture, and history of the countries of the ELL students
- Native language books relating to the topic or theme of a lesson

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

To support age, grade and proficiency levels of the ELL students, we align our materials and instructional resources to meet their needs. Our goal is to have a constant collaboration between the classes and the ELL programs, so that there is a consistency of message and content.

We choose books and writing activities based upon age and grade level as well as proficiency. A text that will peak the interest of a kindergartener will not have the same effect on a 4th Grade student. So we match a 4th Grade beginning ELL with subject texts that would interest a 9-year-old, while meeting the language needs of the same student by providing easier texts. Our belief is that text levels can be adapted to suit different ELL proficiency levels while also providing appropriate and important core curriculum from each grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A
16. 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).

Due to the comprehensive nature of our ELL programs, we always try to be proactive in contacting and informing ELL parents whose children will be attending P.S. 98M. Our office staff flags those families whose home language is not English, and supplies them with additional information and support. The Parent Coordinator offers workshops throughout the year to engage families and support them with strategies to help their children academically. He also holds office hours to meet with families as needed to tailor support and services on a case-by-case basis. In addition, our school organizes individual and school-wide orientations for families of ELLs to assist the newly enrolled ELL students before the beginning of the school year. In these meetings, families learn about their program options available in the New York City public school system for ELLs. Our school counselor is bilingual and works with the families of ELLs as needs arise.

All 5th Grade teachers of ELLs and the parents of 5th Grade ELL students are provided with an orientation by the Guidance Counselor regarding the middle school process. Two presentations are made available in the English and Spanish languages. The Guidance Counselor explains the transition from Elementary to Middle school - the application process, the middle school choice criteria, and the admission process.

17. What language electives are offered to ELLs?
WE do not offer language electives at our school.

18. 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)?

18 (a) We use the self-contained dual language model. ELLs and EP students work together during the instructional day. We have a 50/50 language allocation for our Dual Language Program. The students are expected to comprehend, speak, read, and write in both languages upon their completion of a Dual Language program.

18 (b) At least two (2) subjects from the core content area are taught in the native language at the beginning levels.

18 (c) K-2: one day English, one day Spanish. 3-5th Grade students work in one-week cycles: half a day in L1 and half a day in L2 on alternating weeks.

18 (d) Emergent literacy is taught in both languages simultaneously.

**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 and non-pedagogic staff.) 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 the years 2017-2019, all teachers (both teachers of ELLs and non-ELL teachers) will receive staff development to refine their instructional and assessment practices. Some of the PDs done in the previous years (such as Questioning, Analyzing Student Work, and Danielson's Framework) will be revisited.
Here's a list of some of the PDs projected for the 2015-2017 school years:

- Identifying Rigor
- Identifying Student Active Involvement
- Close Reading Instruction
- Questioning & Discussion Techniques
- Modeling Techniques
- Establishing a Purpose of a Lesson
- Teaching Points and Tasks
- Assessments / Checking for Understanding
- Characteristics of Lexile Levels
- Differentiation
- Teacher Intervisitations
- Implementation of the ELA and Math curricula (ReadyGen and Go Math) / Lesson Planning
- SIOP Goals Implementation

Our ENL teachers attend various workshops geared towards ELLs throughout the year and share the information with the staff. Here is a sample of just a few of the PDs they have recently attended or plan to attend:

- Using the SIOP Model to Prepare ELLs for College and Careers through CCLS
- Classroom-Based Strategies and Structures that Support the Inclusion of Students with Special Needs (Meeting the Diverse Needs of Learners: Responding to the Special Education Reform)
- Building a Strong Tier I: The cornerstone of Effective Reading Instruction for ELLs institute (with Dr. Diane Haager)
- Promoting Critical Thinking in Math and ELA through Questioning to Influence Classroom Practices
- Professional Development on the Six Common Core ELA Shifts

Our Guidance Counselor Heidi Guzman has been involved in the professional development sessions on the Middle School application process, and the Respect for All PDs through our Parents Association.

Our coaches will continue providing group and individual professional development to staff on a needs basis throughout the year.

2. 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.

In 2017-2019, our school will provide PDs to all teachers and administrators that address the needs of ELLs. At least 15% of the PD hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Bilingual and ENL teachers will receive a minimum of 50% of the PD hours focused on language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Also, all the teachers will be given information on how to provide scaffolding and differentiate instruction for the ELL students, how to work with newcomers in the classroom, we review NYSESLAT procedures, testing accommodations, discuss strategies for the ELLs with special needs, etc. Records for PDs are compiled in a binder and stored in the PD binder of the administrator supervising that training.
1. **Parental Involvement**

   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?

   In 2017-2019, our school will individually meet with the parents/guardians of ELLs at least once a year (in addition to parent-teacher conferences, initial parents orientations, quarterly progress meetings, or other scheduled meetings), to discuss the goals of the student’s program, the child’s language development progress, English proficiency assessment results, and language development needs in all content areas in English and in the Spanish language in the case the child is enrolled in our Transitional Bilingual Education program or Dual Language program. The meetings will be conducted with a qualified interpreter/translator, if needed. To schedule the meetings, we send home personalized letters inviting parents to annual individual ELL meeting. If parents cannot attend in person, they can set up a conference call and translation services will be provided as needed. We will keep phone logs and send follow-up letters in the case of a phone conference, parents will receive a follow-up letter summarizing the conversation and key goals going forward.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Our parents are actively involved in many different activities that foster parental involvement for parents of ELLs, such as,

   - **Parent Teacher Conferences**

   - **Open Houses** - organized by the school administration. Parents have an opportunity to meet with teachers and receive information about the curriculum and the expectations for the school year

   - **Ten-week nutrition program** - organized to promote healthy eating habits and cooking methods for parents and children

   - **We have a partnership with the organization Literacy Inc.** They provide a program parents which teaches them how to improve their children's reading and writing skills at home

   - **Annual ELL Conference** - held by SLT in collaboration with PA once a year with the support of the administration and the teachers who offer workshops and conferences for parents

   - **Parent Coordinator led workshops for parents** - every month the parent coordinator has a workshop for parents. The topics range from how to read together with their children, help their children with homework, work with the teacher of your children to how to help their children learn to take responsibility and the ABCs of discipline at home

   - **A few teachers have created websites to communicate effectively with the ELL students and their parents about the expectations and assignments**

   - **Family Game Night** - takes place at P.S. 98 every year. Parents interact with their children and other families

   - **Family Movie Night** - held at P.S. 98 twice a year. The school auditorium is converted into a cinema and parents have an opportunity to spend quality time with their children, other family members, and the members of the community

   - **Fall and Spring Festivals** - multicultural events held once a year in which the school community and the neighborhood get together

   - **Urban Voices** - the program, provided for our 3rd Graders on a weekly basis, builds the students' music literacy, performance skills, text comprehension, and listening skills

   - **CHALK (Choosing Healthy & Active Lifestyles for Kids)** - the program educates our students about healthy foods, eating habits, and benefits of physical activity
- Monthly meeting of Parent Association - every month the PA meets to discuss and plan events and activities

- Parents of ELLs have various opportunities to volunteer in our school. Some parents of ELLs are part of the PTA.

Throughout the year, teachers keep in close contact with the parents of ELLs, informing them of their children's progress or any concerns they might have. Parents are encouraged to read to their children in home languages.

All parents are informed about and encouraged to attend meetings, shows, and events held at P.S. 98. In addition, we publish monthly newsletters for parents in English and Spanish, and a monthly calendar which informs parents about all school activities. The activities are conducted with a qualified interpreter/translator, if needed.

**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.

This report includes the data (demographics, program breakdown, State Exams, etc.) only for the students who are currently in our school (as of June 2017).

As one of the recipients of the 21st Century Community Learning Centers grant, in 2017 our school will become a Community School. We will partner with various community-based organizations that will provide services focused on expanding learning time, family engagement, attendance improvement strategies, and health and wellness services for all our students, including the ELLs.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Maritza Rodriguez, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Maritza Rodriguez</td>
<td>Principal</td>
<td></td>
<td>09/13/2017</td>
</tr>
<tr>
<td>Dafne Sanchez-Aldama</td>
<td>Assistant Principal</td>
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<td>09/13/2017</td>
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<tr>
<td>Hector Vasquez</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/13/2017</td>
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<tr>
<td>Ella Tikhon</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/13/2017</td>
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<tr>
<td>Anne Mauk / ENL Teacher</td>
<td>Teacher/Subject Area</td>
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<td></td>
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</tr>
<tr>
<td>Wanda Hall, AP</td>
<td>Coach</td>
<td></td>
<td>09/13/2017</td>
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<tr>
<td>Heidi Guzman</td>
<td>School Counselor</td>
<td></td>
<td>09/13/2017</td>
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<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
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<td>09/13/2017</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Anna Shubin</td>
<td>Other SETSS Teacher</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The language needs of the parents at P.S. 98M are usually identified during interactions and contact with parents. We also manually go through the HLIS of all new registrants and check the ATS to determine which new admits and their parents speak another language. Currently the following languages are represented in our school in Grades K-5 based on the Home Language Identification Surveys: Arabic, Bengali, Kazakh, Serbo-Croatian, Spanish, and Urdu. Our school personnel, such as Parent Coordinator, teachers, guidance counselors, school secretary, and members of the Parent Association are able to translate various documents into Spanish. The documents are then reviewed by the administration. For all the other languages we use the translation services available through the NYC DOE.

P.S. 98M has a large population of the English Language Learners. Therefore a large majority of the parent community requires support in oral and written communication. Informal data are collected to determine written and oral interpretation needs. All teachers in our school community are constantly being made aware of certain...
limitations some parents may have regarding language barriers. The Home Language Identification Surveys are always useful in determining who may need written or oral translations, as well as what languages are needed.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tr>
<td>The parents' preferred languages for both written and oral communication are as follows (in alphabetical order): Arabic, Bengali, English, Kazakh, Russian, Serbo-Croatian, Spanish, Urdu.</td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents (correspondence related to our school’s outreach for academic intervention services and after school programs, newsletters, parent handbooks, flyers, surveys, etc.) will be translated into the requested language by either staff, parent/community volunteers, or through the NYC DOE Translation and Interpretation Service. Vital Department of Education information, such as report cards and promotion in doubt letters, will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
be downloaded/ordered in the languages that represent our school population. Important and time-sensitive information and letters will be give to translators well in advance of scheduled meetings, conferences, and workshops to ensure that materials are available in the parents’ native languages when needed. Oral interpretation services will be provided in school by the school staff (Parent Coordinator, Literacy/Math Coaches, teachers, parent volunteers, Principal, and Assistant Principal) who are fluent in English and Spanish, as well as the NYC DOE phone translation system for low-incidence languages. During formal meetings, a member of the district personnel will provide translations for parents.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our staff will meet with parents on the dates of the Parent-Teacher Conferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 17, 2015</td>
<td></td>
<td></td>
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<tr>
<td>November 4, 2015</td>
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<td></td>
</tr>
<tr>
<td>November 5, 2015</td>
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<tr>
<td>March 2, 2016</td>
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<td></td>
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<tr>
<td>March 3, 2016</td>
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<td></td>
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<tr>
<td>May 12, 2016</td>
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<tr>
<td>In addition, our school staff working with the English Language Learners will meet individually with the parents of the ELLs at least once a year to discuss the goals of their child's program, their child's language development progress, their child's</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
English language proficiency assessment results, and language development needs on all content areas.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be distributed. Parents will also be made aware of these rights during meetings with school staff, i.e., conferences, IEP meetings, etc.

b. Signs offering translation services and assistance in the parents’ respective languages will be posted in the main office and by the security desk.

c. The locations of the signs will be stated in the school’s safety plan. The safety plan will contain procedures for ensuring that parents in need of language access services will not be prevented from reaching the school’s administrative offices solely due to language barriers.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The feedback from parents on the quality and availability of translation and interpretation services will be assessed using surveys (which allow parents to specify areas in which they need help), through conversations, and PTA meetings. We will use the information gathered from the surveys to evaluate whether our translation and interpretation services address the needs of the parents. We will regularly adjust our procedures and implement new ones to address parental needs.