



P.S. 198 ISADOR E. IDA STRAUS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 198 ISADOR E. IDA STRAUS
ADDRESS: 1700 3 AVENUE, MANHATTAN, NY, 10128
TELEPHONE: 212-289-3702
FAX: 212-410-1731

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M198 **SCHOOL NAME:** P.S. 198 Isador E. Ida Straus

SCHOOL ADDRESS: 1700 3 AVENUE, MANHATTAN, NY, 10128

SCHOOL TELEPHONE: 212-289-3702 **FAX:** 212-410-1731

SCHOOL CONTACT PERSON: Sharon Jeffrey Roebuck **EMAIL ADDRESS:** sroebuc@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Bellizzi

PRINCIPAL: Sharon Jeffrey Roebuck

UFT CHAPTER LEADER: Kathleen Perretta

PARENTS' ASSOCIATION PRESIDENT: Eddie Guzman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Feigelson, Dan

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sharon Jeffrey Roebuck	Principal	Electronic Signature Approved.
Inez Robinson-Chillous	Admin/CSA	
Michelle Bellizzi	Admin/CSA	Electronic Signature Approved.
Heriberto Guzman	PA/PTA President or Designated Co-President	
Danielle Santiago	Parent	

* **Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission Statement

The staff and parents of P.S. 198 are dedicated to creating a working partnership committed to providing students with the best education in a safe, nurturing and stimulating environment. We believe the children learn different ways, therefore we offer a variety of learning opportunities based on standards driven instruction and ongoing assessment designed to enable our students to realize their full potential.

As a community of learners, we strive to instill a strong work ethic in our students so they can achieve academic excellence and become independent learners and critical thinkers. Our commitment to educate students with special needs in the least restrictive environment and least intrusive manner possible is reflected in a collaborative Team Teaching model. We seek to provide our Second Language Learners with rich language experiences designed to insure individual successes.

Through cooperative learning environment, children learn to develop respect for diversity, to be self-reflective and become contributing members of society. Our staff is actively involved in defining and redefining what constitutes quality instruction.

P.S. 198 is a growing school located at 1700 Third Avenue on the Upper East Side of Manhattan. There are two other organizations located in the building: P.S. 77 and the Stanley Isaacs Beacon program. We have 26 classrooms. We provide English as a Second Language (ESL) instruction for students in grades K-5. Our specialists offer instruction in library/media, K-2 and 3-5 science, Spanish (Pk-2), music and physical education.

Our full-time guidance counselor services both mandated and "at-risk" students. The Special Education Teacher Support Service (SETSS) instructs students identified as having learning disabilities and "at-risk" students.

Reading Recovery teachers provide 1 to 1 at-risk instruction. Literacy specialists push in daily for guided reading instruction to students in small groups in grades K-5. Volunteer programs (ie. Learning Leaders, NYU America Reads) enable us to keep more adults in each classroom. Extended day/year programs provide students with small classes to master ELA and Math and acquire strategies in preparation for standardized tests in grades 3 to 5.

We use literature as the basis for most instruction. Reading and writing are taught using a balanced literacy approach and consists of shared reading and writing, guided reading, independent reading, read aloud, writer's workshop, and Foundations.

Everyday Math is a program used to develop mathematical thinking skills, and to meet New York City and State standards. Instruction is student-centered and hands on. A math coach works with teachers, students, administrators, and parents to ensure the success of the program.

As children learn social studies, they read nonfiction texts and authentic documents designed to support and expand their core knowledge. They also use resources available to them through the internet.

Our science specialists has created a hands-on instructional environment, and is implemented in our lab. This classroom has been equipped with new scientific tools and materials.

In Collaboration with Science Week, Science Fair, Principal for a Day, Read Across America, Dancing Classrooms, Music Outreach, Carnegie Hall and Rosie's Broadway Kids, children hone their artistic abilities and acquire knowledge of various disciplines.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 198 Isador E. Ida Straus				
District:	02	DBN #:	02M198	School BEDS Code #:	02M198

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	53	50	46		92.6	93.1	93.4
Kindergarten	88	91	100				
Grade 1	90	87	91				
Grade 2	80	84	80	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	90	80	78		93.1	92.6	92.24
Grade 4	64	85	84				
Grade 5	62	66	76				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			93.1	92.6
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	27	23
Grade 12	0	0	0				
Ungraded	1	4	0				
Total	528	547	555	(As of October 31)	2006-07	2007-08	2008-09
					7.0	6.0	14

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	0	0	5				
# in Collaborative Team Teaching (CTT) Classes	50	52	63	Principal Suspensions	18	5	TBD
Number all others	19	24	25	Superintendent Suspensions	4	1	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	32	39	42	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	5	4	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	45	47
				Number of Administrators and Other Professionals	6	16	18
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	1	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
American Indian or Alaska Native	0.4	1.1	0.9	Percent more than two years teaching in this school	54.1	44.4	53.2
Black or African American	23.5	24.0	24.3	Percent more than five years teaching anywhere	45.9	42.2	36.2
Hispanic or Latino	49.8	48.8	46.8				
Asian or Native Hawaiian/Other Pacific Isl.	11.7	10.2	11.9	Percent Masters Degree or higher	84.0	87.0	83.0
White	14.6	15.9	13.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	49.4	48.4	51.5				
Female	50.6	51.6	48.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	38.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

A review of literacy achievement data for the school year of 2008-2009 indicates that 72% of students are performing at or above grade level (levels 3 and 4) and 28% are performing at level 2 in the New York State English Language Arts test. In comparison to 2007-2008 data, this indicates an increase by 8% of students performing at or above grade level. A review of the math achievement data for the school year of 2008-2009 indicates that 86.4% of students are performing at or above grade level (levels 3 and 4) and 13.6% are performing at level 2. In comparison to our 2007-2008 data, there is an overall 2.3% increase in students performing at or above grade level in math. Less than 10% of third through fifth graders are performing at level 1 in both literacy and math. A review of science achievement data for the 2007-2008 school year indicates that 79% of the students are performing at or above grade level (levels 3 and 4) and 21% are performing at level 2. There is a 3% increase in students performing at or above grade level in science.

An analysis of the findings from a review of quantitative and qualitative data resulted in a determination of the following goals for 2009-2010:

Improving student performance in literacy. 60% of students in grades K-3 will be reading independently on grade level by June 2010. (K-Level B, 1st grade -level I, 2nd grade-Level L, 3rd grade-Level O). Levels are based on Fontas and Pinnell. Performance will be measured through running record analysis, TC assessments, conference notes, guided reading notes, and formal and informal observations. Further increase the percentage of students by 5% or more in grades 4 and 5 performing at levels 3 and 4 on the New York State English Language Arts Test by June 2010.

Improving student math performance. At least 65% of students in grades K-3 will be on grade level in the process strands as measured by monthly math levels, conference notes, guided math notes, exemplars, unit assessments, and formal and informal observations. At least 80% of our 4th and 5th grade students will perform at or above level 3 on the New York State Math test.

Improving student performance in science. To increase school wide student performance at or above level by June 2010. This will be further supported by our K-2 and 3-5 specialists in our newly created science lab, and guided by our science curriculum in accordance to New York State Standards.

Increasing parental involvement. To increase parental awareness of instructional programs, various learning strategies, approaches to behavior management and day-to-day operations through Curriculum Nights, workshops, newsletters, and meetings by June 2010.

Increasing teacher awareness of tier 1 academic intervention and increase tier 2-3 academic intervention services. The overarching goal is to begin academic intervention the 2nd or 3rd week of September 2009 and to provide students in K through 5 with small group targeted instruction in six week blocks in pre-literacy, guided reading, comprehension, Wilson/Fundations, writing, test taking skills and mathematics through June 2010.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Literacy: Maintaining academic rigor includes 5 key instructional strategies: modeling, think-alouds, conferring, differentiated instruction and individualized targeted student goals.	A significant number of students in grades K-2 will be reading independently on grade level.
Mathematics: Maintaining academic rigor includes 5 key instructional strategies: modeling, think-alouds, conferring, differentiated instruction and individualized targeted student goals.	67% of students in grades K-2 will be on grade level in the process strands.
Arts Enrichment: Continue to provide students with a balanced arts curriculum.	The curriculum will provide students with multiple experiences, incorporating visual and performing arts.
Student Performance: Increase student accountability and ownership of their learning.	Classroom Teachers will receive ongoing professional development in writing and understanding SMART goals.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Literacy: Maintaining academic rigor includes 5 key instructional strategies: modeling, think-alouds, conferring, differentiated instruction and individualized targeted student goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A uniform system for monitoring student goals has been designed and is being implemented school-wide. The literacy coach provides professional development on a one-one basis, grade level basis and school-wide level. She plans curriculum with teachers, models lessons, coaches into lessons and facilitates workshops. Through observations, teachers are given next steps to work on in their practice and pedagogy, which are aligned with their students' needs, as well as the overarching goals of our school. Through formative and summative data students collaborate with teachers in developing individualized targeted goals which are necessary in becoming independent and accountable readers, writers, and thinkers. Additionally, administration conducts monthly Grade Level Inquiry Meetings to address the needs of students using data from assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding was allocated for five Academic Intervention teachers to provide differentiated, evidence-based, small group instruction. A schedule was developed to provide every classroom with a push-in teacher for guided reading instruction daily. Model teachers were identified for use in intra-visitations. Funding was allocated for professional development: substitutes to provide intra-visitations, workshops, lab-sites, mentoring and outside vendors. Funding was also allocated for special programs, such as Saturday Academy, and ELA Extended Day Enrichment. Funding: FSF, CFF, C4E, TITLE I</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The cycle for Academic Intervention is 4 weeks. Student progress reports are done by the providers in collaboration with the classroom teacher. Monthly reading level reports reflect Fountas and Pinnell reading levels based on TC Reading Assessments and/or running records and are monitored by administration. Conference notes and guided reading notes are reviewed to identify a common thread which connects the student goals. Additionally, periodic review of Predictive results, ITA results, English Language Arts results, item skills analysis and portfolios, as well as formal and informal observations will take place in assessing individual student progress. Based on current research, there is a strong correlation between vocabulary acquisition and high comprehension. Therefore, a robust vocabulary approach has been incorporated into the program. One focus of professional development will be the implementation of this approach.</p>
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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Mathematics: Maintaining academic rigor includes 5 key instructional strategies: modeling, think-alouds, conferring, differentiated instruction and individualized targeted student goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A uniform system for monitoring student goals has been designed and is being implemented school-wide. The math coach provides professional development on a one-one basis, grade level basis and school-wide level. She plans curriculum with teachers, models lessons, coaches into lessons and facilitates workshops. Through observations, teachers are given next steps to work on in their practice and pedagogy, which are aligned with their students' needs, as well as the overarching goals of our school. Administration conducts monthly Grade Level Inquiry Meetings to address the needs of students using data from formative and summative assessments. Additionally, the development of math word walls will help to facilitate student vocabulary for more sophisticated math conversations. Using a constructivist approach, teachers will apply strategic questioning and document in their conference notes next steps for students in developing their strategies as mathematicians. This approach will help continue to facilitate students' metacognitive skills in mathematics.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding was allocated for five Academic Intervention teachers to provide differentiated, evidence-based, small group instruction. Funding was allocated for professional development: substitutes to provide intra-visitations, workshops, lab-sites and mentoring. Funding was also allocated for special programs, such as Saturday Academy Enrichment and Math Extended Day. Funding: FSF, CFF, C4E, TITLE I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The cycle for Academic Intervention is 4 weeks. Conference notes and guided math notes are reviewed to identify a common thread which connects the teaching objectives. End of unit assessments in Everyday Math, Predictive and ITA results, and New York State Math results will assess student progress. Additionally, item skills analysis, and portfolios, as well as formal and informal observations will take place in assessing individual student progress.</p>

**Subject Area
(where relevant) :**

Arts Enrichment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Arts Enrichment: Continue to provide students with a balanced arts curriculum.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> · Art teacher (PK-5) · Music teacher (PK-3) · Spanish teacher (PK-2) · Multi-media Club (PK-5) · Common prep for Cluster teachers to collaborate · Incorporate Science into Performing Arts · Implementing a school-wide uniform system for monitoring student goals · Monthly Inquiry meetings with administration

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding was allocated for art supplies, and all materials necessary to implement the art curriculum. Money was also set aside for cultural events inside and outside of the building.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> · Student participation in performances – creating scenery, designing costumes, writing of music and lyrics, singing, dancing, acting · Family participation (volunteering, creating scenery, etc..) and feedback · Student art exhibits · DVD of student performances

**Subject Area
(where relevant) :**

Student Performance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Student Performance: Increase student accountability and ownership of their learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Classroom Teachers and all out of classroom teachers will receive ongoing professional development in writing and understanding SMART goals. Goals in grades K through 2 will be written using conference notes in literacy, writing, and mathematics. Additionally, grades 1 and 2 will use TC Pro Assessments, Writing Continuum, and end of unit tests in Everyday Math. Grade 2 will also use the Predictives that were given in 2008/09. Goals in grades 3 through 5 will be written using Predictives, ITA, Item Skills Analysis and the former year's ELA and Math state tests. Each grade level, as well as Cluster teacher, has two common prep periods a week designed for collaboration, data analysis and planning. In attendance at these meetings are the teachers, administration and coaches.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E allocation used for text books, and other educational resources.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In grades K through 5 individual goals will be created and posted. Conference notes are reviewed to identify new target goals for individual students. Individual students will verbalize how to reach their goals.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12		N/A	N/A				
1	8		N/A	N/A	1			
2	13	3	N/A	N/A	2			
3	18	6	N/A	N/A	3			
4	16	10			1			
5	23	3						
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	First graders receive literacy intervention to develop good reading strategies one to one during the school day. Selected at-risk students receive direct instruction in decoding, reading comprehension, structured word recognition one to one and in small group before school, during school and after school.
Mathematics:	Students failing to meet promotional criteria receives additional instruction in identified areas of mathematics as needed in a small group before, during and after school.
Science:	Students will receive services based on their performance.
Social Studies:	Students will receive services based on their performance.
At-risk Services Provided by the Guidance Counselor:	Meeting and duration are based on individual needs.
At-risk Services Provided by the School Psychologist:	Meeting and duration are based on individual needs.
At-risk Services Provided by the Social Worker:	Meeting and duration are based on individual needs.
At-risk Health-related Services:	Meeting and duration are based on individual needs.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part 1: School ELL Profile

Language Allocation Policy Team: Mrs. Zackman/ESL Teacher, Mrs. Roebuck/Principal. Mr. Tosado/Assistant Principal, Ms. Wagner/Guidance Counselor

School Demographics

Total Number of Students in School	545	Total Number of ELLs	46	ELLS as Share of Total Student Population (%)	8.4%
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P.S 198 is an elementary school (Pre-K-5). The total number of students is 545, of which 46 are ELLs. Therefore ELLs comprise 8.4 % of the total school population.

Teacher Qualifications

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers w/ Bilingual Extensions	0	Number of Sp. Ed Teachers w/ Bilingual Extension	0	Number of Teachers of ELLs w/o ESL/Bilingual Certification	0

There is 1 full-time certified ESL teacher in our school with a license in TESOL (Teaching English to Speakers of Other Languages). There are no Bilingual teachers and no other teachers hold ESL certification, For Enrichment there is 1 part-time, certified foreign language teacher (Spanish) working with lower grades. This is particularly beneficial for Spanish speaking ELLs because it offers native language support.

Part II: ELL Identification Process

When a new student comes to the school for registration, the school secretary and or parent coordinator will assist the parent in completing an HLIS (Home Language Identification Survey) form. HLIS are provided in multiple languages. The ESL teacher analyzes all HLIS within students first 10 days of school to determine whether they meet the criteria for the LAB-R (Language Assessment Battery-Revised exam). Based on LAB-R scores, the ESL teacher determines who is eligible for ESL services and their Proficiency level. As soon as the ESL teacher hand scores the test, a notification letter is prepared for parents (letters are to be made available in multiple languages). Letters inform parents that their child has been tested and a time for an Orientation Session. At Orientation parents watch a DVD explaining parent program choices (available in multiple languages) Parents complete a program selection form and parent survey and select a program they feel is best structured for their child.

Reviewing Program Selection Forms over the past few years, the trend in our school is for parents to Select Freestanding ESL as their first choice. 15 parents completed the Program Selection Survey this school year and all 15 selected Freestanding ESL as their first

choice. Over the past 2 years when asked why they chose this program over the others, they say they heard positive things about the ESL program/teacher at P.S 198 from parents in their community. Therefore, P.S 198 creates programs that are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown (classes)

	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Dual Language	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Freestanding ESL*Push-In/Pull-Out	3	4	4	2	3	3	-----	-----	-----	19
Total	3	4	4	2	3	3	-----	-----	-----	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	ALL	SIFE	Special Education	ALL	SIFE	Special Education	ALL	SIFE	Special Education	
TBE	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Dual Language	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
ESL	31		1	15	1	3	0	0	0	46

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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	K	1	2	3	4	5	6	7	8	Total
Spanish	3	1	6	4	6	7	-----	-----	-----	27
Chinese	2		1		1		-----	-----	-----	4
Russian		1					-----	-----	-----	1
Bengali	1						-----	-----	-----	1
Urdu		1	1	1			-----	-----	-----	3
Arabic	1	1	1		1		-----	-----	-----	4
Haitian Creole							-----	-----	-----	
French		1		1			-----	-----	-----	2
Korean							-----	-----	-----	
Punjabi							-----	-----	-----	
Polish							-----	-----	-----	
Albanian			1				-----	-----	-----	1
Japanese		1	1				-----	-----	-----	2
Portuguese						1	-----	-----	-----	1

Programming and Scheduling Information

Total	7	6	11	6	8	8	-----	-----	-----	46
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

English Proficiency Levels/Mandates Minutes

Proficiency Levels	Mandates Minutes according to CR-Part 154
Beginner	360 minutes/week
Intermediate	360 minutes/week
Advanced	180 minutes/week

English Language Requirements

English Proficiency Level		Grades K-5
Number of units		
	ESL	ELA
Beginning	2	-
Intermediate	2	-
Advanced	1	1

Program and Scheduling Information

P.S 198 offers a freestanding ESL program for ELLs grades K-5. Our program helps LEP students attain English Proficiency while meeting State academic achievement standards. The ESL teacher will provide language acquisition and vocabulary support while retaining content instruction in a small group setting. This program will have components of a Pull-Out model with Push-In support when possible. . During the Pull-Out session ELLs will receive English language instruction in a small group setting. Push-In time will consist of the ESL teacher working with ELLs during content instruction in collaboration with regular classroom teachers. ESL students are taught in English using ESL methodologies and native language support when possible, for a specific amount of time as determined by their NYSESLAT scores. NYSESLAT scores determine English Proficiency levels. ELLs receive mandated minutes of service according to there proficiency level in accordance with CR-Part 154.

Our Freestanding ESL program will provide English language instruction focusing on listening, speaking, reading and writing skills. Our program will consist of listening and communication activities, phonics instruction, and vocabulary development and comprehension strategies through reading, writing and oral activities. Strategies for scaffolding our ELLs: role-playing, TPR (total physical response) graphic organizers, and partner work. Instruction for the ESL program is aligned with state standards.

All ELLs receive their mandated minutes of service according to CR-Part 154. ELLs at a Beginner or Intermediate proficiency level are mandated to receive 360 minutes per week. ELLs at Advanced proficiency levels receive 180 minutes per week.

Our school differentiates instruction for ELL subgroups. We provide programs for students (including ELLs that are SIFE and ELLs receiving 4-6 years of service) such as Extended Day Test Prep, Saturday Academy, ESL After-School Club, Guided Reading Push-in, Reading Recovery and Wilson. Our school currently does not have any long-term ELLs (completed 6 years). ELLs identified as having special needs are being served as per their IEP. All ELLs (including those with special needs) are provided with small group instruction, and ongoing collaboration with the classroom teacher and ESL teacher is encouraged.

ELLs receive extended time on standardized testing and separate location. After an ELL becomes Proficient they are entitled to these testing modifications for 2 years. In addition, the ESL teacher communicates regularly with Classroom teachers of current ELLs as well as those who have reached Proficiency.

Instructional material and technology to support ELLs include; books on tape/ tape players, leveled books similar to that found in their classroom library, multicultural read-aloud books, big books for Shared Reading, dry erase boards for interactive writing, vocabulary, grammar, comprehension, and language structure games, writing journals.

We assist newly enrolled ELL students prior to the start of the school year by offering an Orientation to view the school, meet with the ESL teacher, and receive materials in home languages.

Part IV: Assessment Analysis

A. Assessment Analysis

Overall NYSESLAT* Proficiency Results (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	Total
Beginner (B)	7	4	3	1	0	2	----	----	-----	17
Intermediate (I)	0	1	5	5	5	1	-----	-----	-----	17
Advanced (A)	0	1	3	0	3	5	-----	-----	-----	12
Total Tested	7	6	11	6	8	8	-----	-----	-----	46

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	k	1	2	3	4	5	6	7	8
Listening/Speaking	B	4	1	0	0	0	0	----	----	----
	I	0	3	2	0	0	0	----	----	----
	A	2	5	0	2	2	3	----	----	----
Reading/Writing	B	4	3	0	0	2	0	----	----	----
	I	1	5	5	5	1	2	----	----	----
	A	1	2	0	3	5	3	----	----	----

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	2	0	7
4	2	5	2	0	9
5	0	2	4	0	6
6	-----	-----	-----	-----	-----
7	-----	-----	-----	-----	-----
8	-----	-----	-----	-----	-----
NYSAA Bilingual Spe Ed	-----	-----	-----	-----	-----

NYS Math										
Grade	Level 1		Level 2		Level 3		level 4		Total	
Grade	English	NL	English	NL	English	NL	English	NL	Total	
3	0	0	1	0	5	0	1	0	7	
4	2	0	3	0	4	0	0	0	9	
5	1	0	1	0	4	0	1	0	7	
6	-----	-----	-----	-----	-----	-----	-----	-----	-----	
7	-----	-----	-----	-----	-----	-----	-----	-----	-----	
8	-----	-----	-----	-----	-----	-----	-----	-----	-----	
NYSAA Bilingual I Spe Ed	-----	-----	-----	-----	-----	-----	-----	-----	-----	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	2	0	2	0	9
8	-----	-----	-----	-----	-----	-----	-----	-----	-----

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	0	0	0	0	5
8	-----	-----	-----	-----	-----	-----	-----	-----	-----

(Mrs. Zackman 10/09)

B. Reviewing and Analyzing the Assessment Data

Data patterns show that there are no ELLS who are still performing at a Beginner Level after 4 years. Therefore, in 3 years or less, ELLs at P.S. 198 have moved up at least 1 level. This data is consistent with research that states Basic Interpersonal Communication Skills (BICS) can develop within 0-3 years and Cognitive Academic Language Skills (CALP) develop in approximately 4-6 years.

Observing NYSESLAT scores, ELLs in K-2 as well as 3-5 achieved overall higher scores in Listening & Speaking than in Reading & Writing. Therefore, ELLs can become Advanced or Proficient in L&S within 3 years of receiving ESL services. Comparatively, the R&W scores were lower, and take longer to reach an Advanced or Proficient level. Data collected will guide us to focus instruction on improving reading and writing skills.

These results show that students are able to attain oral/aural skills much more rapidly than reading and writing skills, which require more time to develop and more specific instruction to help students achieve. It also highlights how the balanced literacy model of instruction school wide has greatly helped ELL students to attain higher levels of English in a short time as in the early grades they are learning literacy and language simultaneously with their native English classmates and showing success with their NYSESLAT scores. The scores indicate an overall need to provide more support and instruction in literacy skills in order to help ELLs advance their reading and writing skills more rapidly. However, it must be noted that in second language learning reading and writing skills usually take longer to develop than listening and speaking, but we still need to shorten the gap as much as possible to help ELLs achieve in literacy.

PS 198 has opted out of ECLAS and is involved in a TC pilot program.

PS 198 uses Periodic Assessment for ELLs twice a year (Fall and Spring). For informal assessments, the ESL teacher gathers student portfolios, conference notes, and strategy group notes to help guide instruction.

In our Free Standing ESL program, instruction is in English. Staff or students offer native language support when possible and when appropriate. We value and celebrate the many different languages spoken in our school community, which is reflected in our ESL program. Instruction reflects multicultural topics and themes. There has been an initiative this year to create a Bilingual book library for ELLs and their parents. Books are available in multiple languages.

Professional Development and Support for School Staff

- The ESL teacher will hold a Study Group for teachers participating in Title III program. Proposed topic: Building Academic Vocabulary for English Language Learners. Discuss topics from the book: Bringing Words to Life: Robust Vocabulary Instruction by Isobel L. Beck&Mckeown Phd& Kahan .Formulate instruction based on readings from Study group for ELLs in the classroom. Connect instruction during After-school program w/ topics discussed during study group.

- Bi-monthly newsletters/memos from the ESL teacher to staff on the following topics: Differentiating Instruction for ELLs, Strategies for working with Newcomers, Strategies for helping ELLs in the content areas, Building Vocabulary.
- Staff members are provided w/ Translation and Interpretation information.
- The ESL teacher will attend monthly PD workshops with an ELL cohort team. Provided by Children First Network (CFN) contact Amy (Caihua) Huang. Topics/ strategies discussed will be shared amongst staff via newsletters/memos/ study group.
- The ESL teacher and Parent Coordinator will act as a liason between classroom teacher and parent and attend meetings and conferences.
- We are in the process of monitoring staff required to earn professional development hours regarding strategies for working with students (including ELLs) as per Jose P.
- Opportunities for PD are provided for staff.
- To help with the transition from Elementary to Middle School the Guidance counselor conducts an Orientation for Families (including ELLs) to assist with the application process. The Guidance Counselor and ESL teacher collaborate to create translated materials and provide interpretation services.

Parent Involvement

- Orientation sessions for parents of ELLs and parents of newly enrolled LEP/ ESL students. All materials will be available in home languages. Interpretation services provided if need be.
- Parent Workshops/Breakfasts (including parents of ELLs) will be held throughout school year. Workshops are intended to motivate parents to understand and become more involved in their children’s education. All materials will be available in home languages, an interpreter will be available if need be. Guest speakers such as Parent Coordinator, Guidance Counselor or Principal will be invited as needed.
- A Lending Library will be available for parents of ELLs. Parents will borrow books from the ESL classroom library. Books include Bilingual books in a variety of home languages as well as books about immigration.
- All parents will receive a Monthly Parent Calendar which will be translated into the home language of the students.
- Discipline Code and School Policies will be distributed in the home language of ESL students.
- The school will provide frequent communication, written and oral in the language of the parents.
- Inviting parents for ESL class celebrations
- The needs of parents are evaluated by analyzing data from the Parent Survey and Program Selection forms completed at the Orientation meeting. Program models offered are aligned with parent requests.
- The success of our programs for ELLs is reflected in student performance as well as feedback from Parent Surveys.

(Mrs. Zackman 10/09)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students-School Year 2009-2010

Form TIII-A (1)(a)

Grade Levels: K-5 **Number of Students to be Served:** 46

Number of Teachers 1

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

LANGUAGE INSTRUCTION PROGRAM

- Supplemental Instructional Program #1: Readers Theater After-School Program for ELLs.

Duration: 1.5 hours per week/20 weeks/ Every Monday October-April. This program will be specifically for mixed level English Language Learners to develop listening, speaking, reading and writing skills. The ESL teacher (TESOL certification) will oversee the program and provide strategies for working with ELLs to the other 4 teachers (all with Common branch certification). Each of the 4 teachers will have a group of no more than 7 students per group. The ESL teacher will assist with each group. The 4 groups of ELLs will be based on level: Beginner/ Low Intermediate/High Intermediate/Advanced. Instruction through Readers Theater focuses on vocabulary development, fluency, TPR, oral and reading and writing comprehension skills. Strategies discussed in the ESL teacher Study Group will be woven into the curriculum.

- Supplemental Instructional Program #2: Rosetta Stone Software Program.

Duration: 40 min/2 days per week/ classroom teachers as well as ESL teacher will use this program w/ designated Newcomers/Beginner ELLs, SIFE and any Long-Term ELLs (if need be) and struggling ELLs who have remained at the same Proficiency Level (based on NYSESLAT scores) for more than 3 years.

- Supplemental Instructional Program #3: Longman Cornerstone Language Program for English Language Learners.

Research-based, standards aligned program designed to help English Language Learners develop language skills in all content areas. It is a Multi-level program w/ explicit intensive and focused instruction designed to accelerate students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Program consists of student journals, assessments, reading and writing material on a variety of fiction and non fiction topics.

Duration: 40 min/3 days per week/ small group setting/ implemented by ESL teacher

Focused group: Intermediate ELLs who have remained at the same proficiency level for more than 2 years based on NYSESLAT scores.

PARENT/COMMUNITY INVOLVEMENT

- Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students. All materials will be available in home languages. Interpretation services provided if need be.
- The ESL teacher will hold Parent Workshops/Breakfasts for parents of ELLs throughout school year. Duration: 1 hour per session/ 4 sessions Workshops are intended to motivate parents to understand and become more involved in their children's education. All materials will be available in home languages, an interpreter will be available if need be. Guest speakers such as Parent Coordinator, Guidance Counselor or Principal will be invited as needed. Proposed dates: 9/22, 11/10, 3/17, 4/9 Topics include: Second Language Acquisition, building reading and writing skills at home, NYSESLAT information.
- * A Lending Library will be available for parents of ELLs. Parents will borrow books from the ESL classroom library. Books include Bilingual books in a variety of home languages as well as books about immigration. Designated day for parents to browse/sign out books: every Monday.
- * All parents will receive a Monthly Parent Calendar which will be translated into the home language of the students.
- Discipline Code and School Policies will be distributed in the home language of ESL students.
- Providing frequent communication, written and oral in the language of the parents.
- Inviting parents for ESL class celebrations.

PROFESSIONAL DEVELOPMENT PROGRAM

- The ESL teacher will hold a Study Group for teachers participating in Title III program. Proposed topic: Building Academic Vocabulary for English Language Learners. 6 sessions, 5 teachers, 1 hour per week, 6 weeks, Proposed dates: 3//17, 3/24,3/14,3/21,3/28
- Discuss topics from the book: Bringing Words to Life: Robust Vocabulary Instruction by Isobel L. Beck&Mckeown Phd& Kahan

- Formulate instruction based on readings from Study group for ELLs in the classroom
- Connect instruction during After-school program w/ topics discussed during study group

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$7483.50 \$1496.70 \$199.56	<ul style="list-style-type: none"> • Per Session- After-School Program for ELLs- 5 teachers x 1.5 hours per week x 20 weeks (150 hours) @ \$49.89 per hour • Per Session –Study Group for 5 teachers x 1 hour per week for 6 weeks=30 hours @ \$49.89 per hour • Per Session- Parent Breakfast/Workshops: 1 teacher x 1 hour x 4sessions @ \$49.89 per hour
Parent Involvement	\$1400.00	<ul style="list-style-type: none"> • 4 breakfasts (food & beverage) (4x\$200=\$800) • Parent packets \$50/session (\$50x4=\$200) • Bilingual Books(multiple languages)/ topics about Immigration for Parent Lending Library-to foster a relationship between parents of ELLs and school community as well as strengthen Second Language Acquisition (\$400)
Supplies and materials	\$700.00 \$125.00	<ul style="list-style-type: none"> • Supplies and Materials- After-School Program for ELLs including: all Readers Theater materials, printing paper, ink. Items will include but not be limited to the supplies requested above. • <u>Bringing Words to Life: Robust Vocabulary Instruction by Isobel L. Beck&Mckeown Phd& Kahan (5 books x@25.00=\$125.00)</u>

Culminating Event	\$300	Students, Parents and teachers will attend a performance
Technology	\$1700	<ul style="list-style-type: none"> Laptop and headphones/technology learning games exclusively used for ELLs: typing and other language games and activities
Supplementary Instructional Program for ELLs	\$1500	<ul style="list-style-type: none"> <u>Longman Cornerstone</u> Learning Program for Struggling English Language Learners (to accelerate language acquisition, reading comprehension, vocabulary and oral and written comprehension skills) (\$800) Rosetta Stone language instruction software program for use w/ Newcomer and struggling ELLs (\$700)
TOTAL	\$15,000.00	

(Mrs. Zackman 10/09)

Appendix 3: Language Translation And Interpretation

Part A: Needs Assessment Findings

1. Data and Methodologies

To support shared parent-school accountability, upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. This document provides the school with insight and data to further assist parents and students in our school community. Data collected from the HLIS is analyzed by the ESL teacher who then identifies students' appropriate O.T.E.L.E code (which identifies what language/languages the student has been exposed to). Data collected from HLIS will go on to determine who is eligible for LAB-R testing and who will receive support services. Within the child's first ten days of school parents are notified (through letters in their home language) whether their child has been identified as a student who is eligible for support services. Once notified, parents attend an Orientation held by the ELL coordinator. At Orientation, all materials are available in home languages and all information is presented in multiple languages. Methodologies used to relay information in home languages to parents are as follows; we use parent letters in covered languages that are provided by the DOE. "Covered languages mean the eight most common primary languages other than English spoken by persons living in New York City as identified by the DOE" as stated in sectionVII of Chancellors Regulation. A video (EPIC) is presented that explain the language program options that parents will choose from. The video has the option to be played in the eight covered languages. Parents then complete the Parent Survey and Program Selection form where the parent selects their first, second, and third choice for a program for their child. These documents are provided by the DOE in the eight covered languages. Data collected from Parent Surveys determine the parents overall satisfaction with the Orientation. All data collected by the parents Program Selection is analyzed by the ESL teacher and then administration to determine whether the school needs to form a dual-language, bilingual or Freestanding ESL class to accommodate the needs and requests from the parents. After their child is placed into the program in which they have selected parents receive reports throughout the year (in home languages) informing them about testing-out/continuation of services and their child's proficiency level. In addition to our Orientation we offer Parent Workshops throughout the year. Invitations and handouts are provided in home languages. The ESL

teacher creates invitations and handouts and has documents translated using the DOE Translation & Interpretation Unit. Parents RSVP to all workshops in advance. Data collected from invitation responses determine which parents will attend and which languages will be needed for translations and /or interpretation. The ESL teacher also creates newsletters throughout the year using the T & I Unit to provide parents with complete information for Parent-Teacher Conference night, school-year calendars, testing schedules and special events. Materials have been provided using this service to support parent-school shared accountability.

2. Major Findings based on collected data:

To make conclusions based on data collected from the past three years, The ESL teacher analyzed attendance sign-in forms from Parent workshops such as Orientation, NYSESAT review, and other workshops held throughout the year. The findings concluded that attendance increased 185% when parents received documents and invitations translated in their home language. For example, in 2007 a sign-in attendance form indicated that 7 parents attended a Workshop conducted by the ESL teacher where the notices were not translated in home languages. In spring 2008 the sign-in attendance forms indicated that 20 parents attended a workshop where notices were translated in home languages. Other findings were regarding the Parent Survey and Program Selection data. When these forms were available in home languages Parents of ELLs were able to choose which language program they wanted for their child. The ESL teacher concluded that over the past three years all parents who attended Orientation selected Freestanding ESL program as their first choice. One parent inquired about a dual language program but chose to select ESL as their first choice because they felt very satisfied at P.S 198, and did not want to bring their child to a new school since there were not enough students to form a dual language class at this time. If a parent's first choice is a program that is not currently available at P.S 198 the school is obligated to research other schools. If numbers increase and a dual language or bilingual class is formed in the future the parent will be informed. With this necessary data collected from Program Selection forms the school is able to assess which programs they may need to create to meet the needs of parents and students. If parents do not attend these sessions, Program Selection forms are not completed. As a result, translation and Interpretation services are vital. It gives parents the opportunity to select a program that meets the needs of their child and therefore guides administration towards assessing which programs they may need to create to meet those needs.

Part B: Strategies and Activities

1. **Written Translation:** our school will provide written translations through the DOE Translation and Interpretation Unit. The ESL teacher will submit documents requesting to be translated for the ELL/ESL program and provide classroom teachers with information on how to use the T&I Unit for their own classroom materials/notices and communication with parents. All pre-made Parent Letters on the DOE site will continue to be used. (Parent Survey/Program Selection, etc.) All documents requesting to be translated through the T&I Unit must be submitted 3-4 weeks in advance. To get translated documents to our parents in a timely manor, workshops, meeting and conferences will be planned at the beginning of the school year. Documents needing translations will be submitted in advance according to these scheduled dates. LEP Parents will not miss out on important school information that is vital to their Childs education based on a language barrier. Information regarding permission slips for trips, school events, standardized testing information, etc. will be available in home languages.

2. **Oral Interpretation:** our school will provide several methods to meet the needs of parents. The Language Identification Card created by the DOE T & I Unit will be distributed to all parents who speak a language other then English as well as be readily accessible to teachers and school personnel. Language Cards will be posted in classrooms and the office. The card allows parents to identify their home language to the teacher and use over –the-phone interpretation services. Our school will also offer in-house interpreting provided by school staff or parent volunteers when available. The ELL Coordinator will create a list of all staff members who speak a language other than English. Interpreting by in-house staff members can be provided during Parent-Teacher Conferences, Orientation, Parent Workshops and informal meetings. If in-house interpretation is not available in a specific language the school will use the DOE T & I Unit to request an interpreter for a specific date such as Conference Night or Orientation based on need. Parents can request in advance to have the school provide an interpreter for specific events

such as Parent-Teacher Conferences. Our school will also distribute the Dial-A-Teacher Homework Help phone number provided by the UFT. This provides parents with the opportunity to receive help and support in their home language in a variety of subject areas.

3. Fulfilling Section VII of Chancellor's Regulations A-663: Our school will provide Limited English Speaking parent a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the department. Parents may rely on adult or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the T&I Unit. (See above) Our school will be responsible for providing parents whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services Our school will post signs near main office displaying information in most prominent covered languages indicating availability of interpretation services The schools safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching schools administrative offices solely due to language barriers. Our schools strategies support shared parent-school accountability, parent access to information about their children's educational options and parents' capacity to improve their children's achievement.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

K-5

Number of Students to be Served:

LEP 46

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S 198 offers a freestanding ESL program for ELLs grades K-5. Our program helps LEP students attain English Proficiency while meeting State academic achievement standards. The ESL teacher will provide language acquisition and vocabulary support while retaining content instruction in a small group setting. This program will have components of a Pull-Out model with Push-In support when possible. . During the Pull-Out session ELLs will receive English language instruction in a small group setting. Push-In time will consist of the ESL teacher working with ELLs during content instruction in collaboration with regular classroom teachers. ESL students are taught in English using ESL methodologies and native language support when possible, for a specific amount of time as determined by their NYSESLAT scores. NYSESLAT scores determine English Proficiency levels. ELLs receive mandated minutes of service according to there proficiency level in accordance with CR-Part 154.

Our Freestanding ESL program will provide English language instruction focusing on listening, speaking, reading and writing skills. Our program will consist of listening and communication activities, phonics instruction, and vocabulary development and comprehension strategies through reading, writing and oral activities. Strategies for scaffolding our ELLs: role-playing, TPR (total physical response) graphic organizers, and partner work. Instruction for the ESL program is aligned with state standards.

In addition to our program we will offer two supplementary programs for ELLs:

The first proposed activity is an after school-cooking program for ESL students of mixed grade and proficiency levels (primarily lower elementary grades K-2 ranging from new beginner through intermediate proficiency). The intended aim is to provide our lower levels students with the opportunity to gain more experience with language by exposing them to various genres of cooking arts utilizing content that relates meaningfully to students' surroundings and everyday lives and culture. Initially, this will help to lower the affective filter for students by giving them additional avenues for self-expression and cultural pride at the same time that they begin building language skills in English. It will contribute to the creation of a safe environment where risk-taking is encouraged. This will enhance students' initial listening and speaking skills and in turn provide a springboard to develop reading and writing skills as students begin to read and write about their work collectively and individually.

The teacher will use big books and read- alouds as a jumping off point to each session to provide a focus from which to work from. The students will work collaboratively in whole and small groups as well as independently using cooking as a vehicle for self-expression. Additionally, content in line with the curriculum standards will be brought in through the arts providing an enriching platform from which to look content in more accessible ways while still growing what students' language repertoire and skills. A variety of recipes will be made with the children that reflect their diverse cultural backgrounds. The cooking program will provide a wonderful supplement to our core program by giving the students another range with which to gain access to content since they are at lower levels of language proficiency.

The second proposed instructional activity is an after school *Readers Theater Club* for ESL students of mixed grade and proficiency levels (primarily but not exclusively grades 3-5, ranging from intermediate through advanced proficiency). Second language acquisition research has shown that oral language skills develop more rapidly (BICS within one to three years) than written and academics language skills (CALP within five to seven years), which require more time to develop proficiency. Therefore we would like to provide our ELLs that have higher proficiency levels with a supplemental program to help strengthen their language skills by giving them the opportunity to read and act-out plays/scripts in pairs and small groups. Plays will focus on fluency, intonation, comprehension and vocabulary development. Themes/topics of plays will reflect a variety of cultures. Topics will also be relevant and have a personal connection to students' lives and interests. Students will rehearse plays/scripts weekly. Students will have the opportunity to write and perform their own plays.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development plan for all personnel working with ELLs include: Bimonthly newsletters are distributed to all staff from the ESL teacher providing strategies, updates and articles regarding how best to meet the needs of ELLs in their classroom. Ongoing communication is encouraged via email and meetings. The ESL teacher participates in Grade Inquiry Team Meetings to discuss student's goals/offer professional development on language acquisition. Professional Development focuses on differentiating instruction for ELLs. The ESL teacher provides Translation and Interpretation information to school staff. The ESL teacher acts as a liaison between teacher and parent and sits in on meetings and conferences.

We are in the process of monitoring staff required to earn professional development hours regarding strategies for working with students (including ELLs) as per Jose P. Opportunities for PD are provided for staff.

To help with the transition from Elementary to Middle School the Guidance counselor conducts an Orientation for Families (including ELLs) to assist with the application process. The Guidance Counselor and ESL teacher collaborate to create translated materials and provide interpretation services.

Form TIII – A (1)(b)

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School: P.S. 198

BEDS Code: 310200010198

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,862.16	<p>INSTRUCTIONAL ACTIVITY#1 <u>COOKING PROGRAM</u> CODE 15 PROFESSIONAL SALARIES : There will be an after school cooking program for beginner through low intermediate level ELLs that will meet for 20 sessions. <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u> <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u></p> <p>INSTRUCTIONAL ACTIVITY #2 <u>Readers Theater CLUB</u> CODE 15 PROFESSIONAL SALARIES : There will be an after school Readers Theater Club program for our upper intermediate through advanced level ELLs that will meet for 20 sessions and be run by the ESL teacher. <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u> 1 teacher x 1.5 hrs x 20 sessions x \$41.98=\$1,259.40</p>

		<u>PARENT INVOLVEMENT ACTIVITY</u> CODE 15-PROFESSIONAL SALARIES Teacher per session for parental involvement activity meetings and planning sessions 4 teachers x 1 hr x8 meetings x \$41.98= <u>\$1,343.36</u>
Purchased services - High quality staff and curriculum development contracts	n/a	Not applicable.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,000	Code 45: Cooking supplies and basic ingredients will be purchased for student use for creation of recipes as well as general supplies needed for student journals. Items will include but may not be limited to basic ingredients for simple recipes the group with make together and basic cooking supplies. <u>\$300</u> Each cooking session will begin with a read-aloud Teacher resource cookbooks will be purchased to guide teacher in planning curriculum. Books for read-alouds and shared reading for children will be used as springboards for aloud that connects to the recipe that day. Books will also be for reading as the majority of the books will be available for classroom library use, so students may take them home for reading to build upon reading practice in class and to share with their parent. <u>\$500</u> Journals, pens, folders, markers, printer ink, printer paper for copies. Teacher resource books to guide lesson planning. Items will include but not be limited to the supplies listed. <u>\$500</u> Readers Theater supplies Copying Fee <u>\$500</u> Laptop Computer for ESL classroom for students to type their plays/scripts and invitations and for collecting data and other language games. <u>\$1,000</u>

		Printer/Scanner/Copier for ESL classroom <u>\$600</u> Beverages and Food - \$ 150 Books/games/supplies for parents to use at home to foster learning and support newcomers to the country - \$250 8 Workshop/breakfast @ \$400 = <u>\$3200</u>
Educational Software (Object Code 199)	\$1,000	Rosetta Stone language development software packages for staff members to provide native language support to ELLs (PD for teachers)
Travel	\$200.00	CODE 400 46 students/15 adult chaperones (teachers and guardians/parents) <u>CULMINATING EVENT/CELEBRATION</u> Cooking Club: Restaurant Trip - <u>\$200</u>
Other	\$200.00	<u>Code 400</u> <u>CULMINATING EVENT/CELEBRATION</u> Readers Theater Club: Performance/Show - <u>\$200</u>
TOTAL	\$12,262.16	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

To support shared parent-school accountability, upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. This document provides the school with insight and data to further assist parents and students in our school community. Data collected from the HLIS is analyzed by the ESL teacher who then identifies students' appropriate O.T.E.L.E code (which identifies what language/languages the student has been exposed to). Data collected from HLIS will go on to determine who is eligible for LAB-R testing and who will receive support services. Within the child's first ten days of school parents are notified (through letters in their home language) whether their child has been identified as a student who is eligible for support services. Once notified, parents attend an Orientation held by the ELL coordinator. At Orientation, all materials are available in home languages and all information is presented in multiple languages. Methodologies used to relay information in home languages to parents are as follows; we use parent letters in covered languages that are provided by the DOE. "Covered languages mean the eight most common primary languages other than English spoken by persons living in New York City as identified by the DOE" as stated in section VII of Chancellors Regulation. A video (EPIC) is presented that explain the language program options that parents will choose from. The video has the option to be played in the eight covered languages. Parents then complete the Parent Survey and Program Selection form where the parent selects their first, second, and third choice for a program for their child. These documents are provided by the DOE in the eight covered languages. Data collected from Parent Surveys determine the parents overall satisfaction with the Orientation. All data collected by the parents Program Selection is analyzed by the ESL teacher and then administration to determine whether the school needs to form a dual-language, bilingual or Freestanding ESL class to accommodate the needs and requests from the parents. After their child is placed into the program in which they have selected parents receive reports throughout the year (in home languages) informing them about testing-out/continuation of services and their child's proficiency level. In addition to our Orientation we offer Parent Workshops throughout the year. Invitations and handouts are provided in home languages. The ESL teacher creates invitations and handouts and has documents translated using the DOE Translation and Interpretation Unit. Parents RSVP to all workshops in advance. Data collected from invitation responses determine which parents will attend and which languages will be needed for translations and /or interpretation. The ESL teacher also creates newsletters throughout the year using the T and I Unit to provide parents with complete information for Parent-Teacher Conference night, school-year calendars, testing schedules and special events. Materials have been provided using this service to support parent-school shared accountability. T

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

To make conclusions based on data collected from the past three years, The ESL teacher analyzed attendance sign-in forms from Parent workshops such as Orientation, NYSESAT review, and other workshops held throughout the year. The findings concluded that attendance increased 185% when parents received documents and invitations translated in their home language. For example, in 2007 a sign-in attendance form indicated that 7 parents attended a Workshop conducted by the ESL teacher where the notices were not translated in home languages. In spring 2008 the sign-in attendance forms indicated that 20 parents attended a workshop where notices were translated in home languages. Other findings were regarding the Parent Survey and Program Selection data. When these forms were available in home languages Parents of ELLs were able to choose which language program they wanted for their child. The ESL teacher concluded that over the past three years all parents who attended Orientation selected Freestanding ESL program as their first choice. One parent inquired about a dual language program but chose to select ESL as their first choice because they felt very satisfied at P.S 198, and did not want to bring their child to a new school since there were not enough students to form a dual language class at this time. If a parent's first choice is a program that is not currently available at P.S 198 the school is obligated to research other schools. If numbers increase and a dual language or bilingual class is formed in the future the parent will be informed. With this necessary data collected from Program Selection forms the school is able to assess which programs they may need to create to meet the needs of parents and students. If parents do not attend these sessions, Program Selection forms are not completed. As a result, translation and Interpretation services are vital. It gives parents the opportunity to select a program that meets the needs of their child and therefore guides administration towards assessing which programs they may need to create to meet those needs.

Part B: Strategies and Activities

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

1. Written Translation: our school will provide written translations through the DOE Translation and Interpretation Unit. The ESL teacher will submit documents requesting to be translated for the ELL/ESL program and provide classroom teachers with information on how to use the Tandl Unit for their own classroom materials/notices and communication with parents. All pre-made Parent Letters on the DOE site will continue to be used. (Parent Survey/Program Selection, etc.) All documents requesting to be translated through the Tandl Unit must be submitted 3-4 weeks in advance. To get translated documents to our parents in a timely manor, workshops, meeting and conferences will be planned at the beginning of the school year. Documents needing translations will be submitted in advance according to these scheduled dates. LEP Parents

will not miss out on important school information that is vital to their Childs education based on a language barrier. Information regarding permission slips for trips, school events, standardized testing information, etc. will be available in home languages.

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

Our school will provide several methods to meet the needs of parents. The Language Identification Card created by the DOE T and I Unit will be distributed to all parents who speak a language other than English as well as be readily accessible to teachers and school personnel. Language Cards will be posted in classrooms and the office. The card allows parents to identify their home language to the teacher and use over –the-phone interpretation services. Our school will also offer in-house interpreting provided by school staff or parent volunteers when available. The ELL Coordinator will create a list of all staff members who speak a language other than English. Interpreting by in-house staff members can be provided during Parent-Teacher Conferences, Orientation, Parent Workshops and informal meetings. If in-house interpretation is not available in a specific language the school will use the DOE T and I Unit to request an interpreter for a specific date such as Conference Night or Orientation based on need. Parents can request in advance to have the school provide an interpreter for specific events such as Parent-Teacher Conferences. Our school will also distribute the Dial-A-Teacher Homework Help phone number provided by the UFT. This provides parents with the opportunity to receive help and support in their home language in a variety of subject areas. O

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

Our school will provide Limited English Speaking parent a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. Our school will determine within 30 days of a student’s enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the department. Parents may rely on adult or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the TandI Unit. (See above) Our school will be responsible for providing parents whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services Our school will post signs near main office displaying information in most prominent covered languages indicating availability of interpretation services The schools safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching schools administrative offices solely due to language barriers. Our schools strategies support shared parent-school accountability, parent access to information about their children’s educational options and parents’ capacity to improve their children’s achievement.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	280,741	183,886	464,627
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,807		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,839	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,037		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8,714	
6. Enter the anticipated 10% set-aside for Professional Development:	28,074		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		18,000	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

	<p>The Straus School/P.S. 198M</p> <p>1700 Third Avenue New York, New York 10128 Phone: (212) 289-3702 Fax: (212) 410-1731</p> <p>Sharon Jeffrey-Roebuck, Principal Theresa Cavallo, Assistant Principal Juan Tosado, Assistant Principal</p>
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Dear Families,

Below you will find the P.S. 198 Parent Compact. Please read, sign and return to your child's teacher.

Thank you.

Sincerely,

Sharon Jeffrey - Roebuck

MARCH 2010

P.S. 198 Parent Compact

The School agrees to:

- Conduct a PA meeting to inform families of the Title I program and their right to be involved.
- Offer a flexible number of additional meetings at various times.
- Provide up to date information on any provisions of the No Child Left Behind Act.
- Keep families involved in all programs offered at our school.
- Actively involve families in planning, reviewing and improving Title I programs.
- Provide assessments results and other pertinent individual and school information.
- Provide on going communication between the school and families through PT conferences, interim assessments, progress reports, letters, e-mails and Straus School News Letter.
- Provide families opportunities to participate in and observe school activities.

The Families Agree to:

- Become involved in or with the comprehensive education Plan.
 - Become involved in the School Leadership Team.
 - Attend PA meetings.
 - Attend PT conferences.
-
- Work with their children on school work.
 - Monitor their children school attendance, homework, grades and non school activities. All students should maintain a 90% attendance rate.
 - Share responsibility for improving student achievement.
 - Communicate with school about their children social/emotional and educational needs.
 - Provide structure at home too support their child's overall academic achievement.
 - Provide time to openly communicate with your child in order to support their social/emotional development.

Parent/Guardian signature

Student Name

Date

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



The Straus School/P.S. 198M
1700 Third Avenue
New York, New York 10128
Phone: (212) 289-3702
Fax: (212) 410-1731

Sharon Jeffrey-Roebuck, Principal
Theresa Cavallo, Assistant Principal Juan Tosado, Assistant Principal

Parent Involvement Plan

School wide Policy Statement regarding PS 198 Parent Involvement Plan and Goals:

P.S.198 believes that parental involvement is an integral part of our students' overall success. We support parental involvement to establish a partnership and address the academic and emotional goals for its students.

How our plan will ensure that all parents and parents of students with special needs will be afforded the opportunity to participate.
Holding monthly P.A. meetings, SLT and all sub - committees, workshops, and on-going communication with our parent coordinator serves to facilitate parent participation. The Parent Coordinator provides parents with monthly information including but not limited to parent newsletter, PA flyers, monthly calendar and workshop flyers.

How parents are involved in a decision making capacity including how many parents are involved in the SLT and how they are selected.
PS 198 will conduct new PA and SLT elections (early October) to elect a new board for both. The PA board and SLT members will meet with the principal at regularly scheduled meetings and through phone calls and/or e-mail to address any issues. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the SLT address the PA. A balloted vote is held and the parents with the most votes gains seats on the team. The PA president is a mandatory member of the SLT. The members of the PA Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary.

How we will assess the efficacy of our involvement plan.
We will assess our plan by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns as requested through out the school year.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.
The School/Parent Involvement Plan evokes in the same manner as the School/Parent Compact, through a scheduled open and executive board meetings wherein the parent's voices are heard.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The committees (Administrative Cabinet, Staff Developers, Grade Inquiry Team Leaders, Inquiry Team, Academic Intervention Team, Pupil Personnel Team and The School Leadership Team) reflect, review, evaluate and analyze all relevant data and assessment specific to their role in providing our students with all their academic needs. Members contributed the following: *Administration facilitated school wide changes to align the curriculum with NYS standards, as a result of evaluating student data, *Data Inquiry followed the performance and progress of a selected, targeted population over a two year period. The targeted population was at risk general population, special education and ELL students, * Grade Level Inquiry teams used formative and summative assessments, as well as grade level tools to monitor progress and differentiate instruction in the classroom, *Staff Developers made strategic professional development decisions based on student data, key NYS standards and feedback from teacher teams, *Academic Intervention reviewed the data from summative and formative assessments to improve the performance and progress of those students in greatest need of improvement, *School Leadership reviewed and evaluated the successes and areas of improvement in the C.E.P and aligned it with the current needs of the school community and PPT monitored socially and emotionally at risk students as well as academically at risk students and evaluated the need for Tier III intervention (ie:CTT, SETSS and Self Contained)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We used the data, as well as the previous year's previous year's Quality Review to determine our school's instructional goals.

- Create a building wide system of goal setting, with explicit cycles and deadlines to improve student achievement.
- Development of student goals based on data, for student accountability, ownership of their learning, to increase student motivation, as well as a tool for teachers to reflect upon best practices and to differentiate instruction.
- Targeted instruction through small group strategy lessons, guided reading groups, Academic Intervention small groups and one-on-one conferring.
- Teamed up with Music Outreach, Rosie's Broadway Kids, Dancing in the Classrooms, 92nd Street Y, Carnegie Hall, Paper Bag Players and Ballet Tech to supplement the Arts program established at our school. We offer an interdisciplinary music and art program.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Implemented programs, such as Thursday Academy and extended day, to provide additional support for struggling students and to provide enrichment.

- o Help provide an enriched and accelerated curriculum.
- Provide pull-out small group enrichment during school day and Thursday Academy Enrichment after school to proficient (level 3-4) ELA/Math students.
 - o Meet the educational needs of historically underserved populations.
 - Please see strategies cited above.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Academic Intervention reviewed the data from summative and formative assessments to improve the performance and progress of those students in greatest need of improvement,
- School Leadership reviewed and evaluated the successes and areas of improvement in the C.E.P and aligned it with the current needs of the school community and PPT monitored socially and emotionally at risk students as well as academically at risk students and evaluated the need for Tier III intervention (ie:CTT, SETSS and Self Contained)
- Meeting and Duration of At-risk services are based on individual evaluation of needs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Principal, literacy and math coaches, teacher leaders and experienced staff will work with all teachers to align professional development needs with school wide goals. Supervision and observation (formal and informal) will be conducted by principal in support of best practices and to raise the level of teacher performance. Workshops presented by experts and/or attended by teachers will inform and influence the development initiatives will support the development of a highly skilled, highly trained staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Literacy coach, math coach and other teachers will provide professional development aligned with the Principles of Learning, city and state

standards, balanced literacy and everyday math programs during after school professional development. Teachers will also attend region 9 workshops and Teacher College workshops.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- School Based Option Hiring and Staffing
- Further development of school website
- School report card

6. Strategies to increase parental involvement through means such as family literacy services.

Our school will continue to increase parental awareness of instructional programs, various learning strategies, approaches to behavior management and day-to-day operations through Curriculum Nights, workshops, newsletters and meetings by June 2010.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Superstart program and Universal Pre-K programs provide pre-school children with social/emotional engagements and activities while exposing youngsters to early literacy as well as foster an awareness of the diversity among people, cultures, abilities, and home life.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school has developed a culture of cooperation, coherence and collaboration. A schedule was organized to allow for 2 common preps per week on each grade level, as well as for cluster teachers. Staff members facilitate monthly grade level meetings with administration, attend monthly grade level planning sessions with the staff developers and participate on teams, such as: Academic Intervention, Pupil Personnel, Data Inquiry, School Leadership and Consultation Committee. SMART reports, monthly newsletters, minutes/agendas, memoranda, Roebuck's Notes, the school calendar, email, binders and morning announcements are all a part of the school's comprehensive networking system.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Assessment is an on-going diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data. All students participate in self-assessment and play an active role in planning their specific goals in a time-bound manner.

- School-wide systems are in place for ongoing monitoring, analyzing and recording, and evaluating student progress in 4-6 week cycles. Other systems of accountability are: Monthly Reading Level Reports, TC Pro, Reports and Conference Notes.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As outlined in narrative and action plans Federal, State and local resources will be integrated into the following programs:

ESL program, AIS services, Zero hour/Extended Day programs, Reading Recovery, integrated classrooms and extended year program.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Our School Leadership Team reviewed our Pre-K-5 curriculum as well as our pacing calendars and found that each one was aligned with New York State Learning Standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Each grade level ELA curriculum includes the following: An overarching theme, a unit of study for each month, big ideas for each unit of study (description of expectations), skills and strategies that will be taught, assessment, as well as necessary materials and immersion activities for the next unit of study. Our ELA curriculum covers the following areas: Reader's workshop, guided reading, writer's workshop, read aloud, word study and shared reading.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these

process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Our SLT reviewed th NYS math standards, as well as our math curriculum and found that they were aligned.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our math program is Everyday Math. It is aligned with the NYS math standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon review of our curriculum, conversations with administration, literacy coach and teachers, we determined this finding not to be relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school utilizes a workshop model for instruction in reading and writing. ELA students are active participants in their learning. We engage in small group learning and differentiated instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Upon review of our curriculum, conversations with administration, literacy coach and teachers, we determined this finding not to be relevant to our school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our school utilizes a workshop model for the instruction of mathematics. Students are active participants in their learning. We engage in small group learning, differentiated instruction and a hands-on constructivist approach to mathematics instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was

developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon review of our School Demographics and accountability report for years 2008-2009, it was determined that there was a decrease in the percentage of teachers with more than five years of teaching experience from 42.2% to 36.2%.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has had to spend a significant amount of resources on professional development each year on training new teachers, rather than furthering the professional development of more experienced teachers and staff.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are trying to retain more teachers with incentives such as common preparation periods for planning, mentoring support for new teachers, and professional development opportunities for experienced and inexperienced teachers.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team spoke with administration, teachers and the ELL teacher and found that teachers were not aware of these workshops.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although our ELL teacher has attended several of these workshops and turnkeys the information to our staff, having teachers attend themselves would be more effective.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Now that administration is aware of these opportunities for classroom teachers, they will be more cognizant of the approaching dates and teacher attendance.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our SLT had conversations with administration, ELL teacher, out of classroom teachers and classroom teachers, and found the staff is not informed of ELL Data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSESLAT scores are distributed in an untimely fashion and therefore can't support teacher's instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

More communication between the ELL providers and classroom teachers will allow for more collaborative planning and individualized instruction for ELL's addressing their needs. This will include the distribution of scores in a timely manner to aid in instructional planning.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our SLT had conversations with administration, out of class providers and teachers and found that staff is familiar with accommodations and modifications that would help support the students with disabilities in their classrooms.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The SETTS teacher has attended numerous workshops on individual education plans and has turn-keyed the workshops to teachers to raise their awareness and understanding of the information included on the IEP.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our SLT had conversations with administration, out of class providers and teachers and found the staff has an understanding of the information on IEPs.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The SETTS teacher has attended workshops on promotion indicators and has turn-keyed the workshop to each grade level to raise their awareness of how the promotion indicators contributes to the goals, objectives and promotion criteria. The accommodations and/or modifications are not always specified for instruction, and teachers do provide those accommodations. Behavioral goals are not always on the

IEP, but teachers always implement behavioral plans in the classroom.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Steps will be taken to insure that accommodations and/or modifications to instructional and behavioral plans are specified on the IEP.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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.)
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2. Please describe the services you are planning to provide to the STH population.

At the start of school year, our parent coordinator collects contact information on each Student in Temporary Housing to establish an ongoing relationship with parents of STH students. Our school assesses both the academic and emotional needs of our STH students by providing in-house counseling and academic intervention services. In addition, we provide essential school supplies, off-set the costs of scheduled class trips, and connect parents with resources outside of the school community for further assistance.

Part B:

For Non-Title I Schools

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.