



P.S. 197 BROOKLYN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 197 BROOKLYN
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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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Rosemarie Barbieri Nicoletti	Principal	Electronic Signature Approved.
elizabeth corso	UFT Member	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
lucille mauro	UFT Member	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
Michelle Papillon	PTA President	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially could not access plan to approve
jennifer giacopello	Title I Parent Representative	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
Lana May	Parent	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
Edith Areizaga	Parent	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
Joy Licari	DC 37 Representative	Electronic Signature Approved. Comments: Has

		read and approved however is unable to approve officially
Rebecca Martin	UFT Member	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially
Valencia Harewood	Parent	Electronic Signature Approved. Comments: Has read and approved however is unable to approve officially

* 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.

Public School 197 is located in the Midwood section of Brooklyn. The school is currently a Title I School-Wide Programs elementary school with Pre-Kindergarten to Grade 5. We have general and special education, ESL, inclusion and gifted programs that work together successfully. Our strength is in our culturally diverse student population. The community is home to many new immigrants and the school is a central part of the community for these new immigrants.

To nurture these ties, we provide many opportunities to engage students and their families. P.S. 197 welcomes and fosters collaboration with various community organizations and institutions. For the last 15 years, we have worked with Midwood Development Corporation in providing an after-school program. Our students develop their social skills, athletic abilities, and are provided with homework assistance.

We provide workshops for parents in nutrition, homework help, test preparation, literacy, and math. Our evening activities have included Family Math Nights, Family Fun Night and, in collaboration with Making Books Sing, parents and their children have participated in a series of workshops to produce plays and musical scores. During open school week and parent/teacher conferences, we have book fairs, science fairs, social studies fairs, and art fairs. Additionally, we have Carnival and Field Day yearly.

We hold Winter and Spring concerts each year. In music class, 1st and 2nd graders study the recorder while 3rd through 5th study keyboard. Our upper grade chorus performs at Kings Plaza, Senior Centers, and Brooklyn Borough Hall. The Trust for Public Land has transformed our school yard into a 21st century playground. Included in this transformation will be tennis courts which will support our CHAMPS and New York Junior Tennis League program.

We implement a rigorous curriculum based upon the belief that all children can achieve high standards of excellence. This year we had the distinction of being visited by the President of Ireland, Mary McAleese, as a result of an intensive curriculum study of the Irish Potato Famine.

We will continue our work with Columbia University Teacher's College Reading and Writing Project for literacy. Staff Developers from Columbia come to P.S. 197 and work with administrators, teachers, and students. Teachers, administrators, paraprofessional, and coaches attend workshops at Teacher's College where they study the most current research and methods of literacy instruction. Our classrooms have rich leveled libraries that inspire students to develop a love of reading and enables teachers to individualize and differentiate instruction. In addition, our Everyday Math Program challenges students to develop computation skills as well as deep conceptual understandings.

Community service is interwoven into the fabric of our educational lives. We participate in Toys for Tots, Math-A-Thon for St. Jude, Jump Rope for Heart, and we also hold an annual food drive for City

Harvest. This year class 5-415 responded to the Earth Quake in Haiti by hosting a 'Smoothie Sale' with benefits going to UNICEF. For the past two years, we were identified as a School of Excellence receiving highest honors for our work with Penny Harvest.

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." Pre-populated SDAS data is updated twice yearly. 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. 197 Brooklyn								
District:		22	DBN #:		22K197	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			94.3	94.7	TBD	
Kindergarten		76	74	76						
Grade 1		73	80	84	Student Stability - % of Enrollment:					
Grade 2		80	69	88	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		67	80	71			93.4	94.50	TBD	
Grade 4		69	66	73						
Grade 5		59	70	72	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			61.4	61.4	76.6	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	15	TBD	
Grade 12		0	0	0						
Ungraded		14	7	10	Recent Immigrants - Total Number:					
Total		474	482	510	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	11	20	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		51	54	53	Principal Suspensions		14	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		46	53	53	Superintendent Suspensions		5	2	TBD	
Number all others		11	14	19						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	91	90	107	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	27	Number of Teachers	46	49	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	23	TBD
				Number of Educational Paraprofessionals	21	13	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	71.7	71.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.9	61.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	90	TBD
American Indian or Alaska Native	0.6	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92	92.1	TBD
Black or African American	25.3	26.1	24.1				
Hispanic or Latino	19.8	19.7	18.8				
Asian or Native Hawaiian/Other Pacific Isl.	12	13.7	11.4				
White	42.2	40.2	45.5				
Multi-racial							
Male	49.6	49.2	51				
Female	50.4	50.8	49				
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 checked="" 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):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

□

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□

English Language Arts

Teacher's College Reading and writing benchmarks-The June 2010 Teachers' college assessments indicate that 63.7 of our students in grades 1-5 were performing at or above grade level. However this assessment did not reflect the raised expectations of the evolving higher standards as evidenced in the NYS ELA cut scores. This assessment, however, allows us to monitor student progress school wide on common ongoing assessments. Benchmarks this year have been adjusted according to Progress Report data, and data in New York Start which indicate 49% of our students in grades 3-5 scored at or above grade level on the 2010 NYS ELA.

Strength:

Progress Report data indicates that our strength is in assisting our students to progress in comparison with students in other elementary schools citywide and in our peer group with a median growth of 75%. A particular strength is in moving the students in the lowest third percent citywide (87%) resulting in our school being in the top 10% of all elementary schools citywide as indicated on the progress report.

Challenge :

MARCH 2011

Based on our TC data analysis, less than 40% of our current grade 2 students scored at or above grade level in June 2010. Given that this data did not reflect the raised expectations of the evolving state standards, these students will need extra support in the form of AIS services.

Mathematics

Based on the NYS Mathematics Exams, in 2008-9, 91% of our students scored at or above grade level. In 2009-10, only 65.4% of our students scored at or above grade level. This reflects the higher expectations for student performance based on the evolving state standards.

Strength:

Our students traditionally have done well in Mathematics. In 2009-10, of our students in grade 4, 77% scored at or above grade level, even considering the raise of the performance level cut scores by NY State. These children are now our current fifth grade.

Challenge:

In 2009-10, 52.9% of our students in grade 3 performed at or above grade level. As grade 4 students, they will be facing a more challenging NYS Mathematics assessment in Spring 2011. These students will need support in mathematics.

Social Studies

Our students traditionally did well in NY State Social Studies Assessments. Of our grade 5 students, in 2009-10, 83% scored at or above grade level. However, this assessment was scored prior to the development of higher expectations based on the evolving state standards for literacy. As such, we need to focus our social studies instruction on implementing the evolving state standards for literacy in informational text.

Strength:

In June 2010, 92% of our current 4 students performed at or above grade level as evidence on their June 2010 report card.

Challenge:

Since the standards for achieving grade level performance will be raised in literacy, and in specifically, in comprehending informational text, our focus in this area will impact our Social Studies instruction as well as student performance on the NYS ELA assessment.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> 1. <u>English Language Arts:</u> By June 2011, there will be a 3% increase in the number of students, in Grades 3-5, performing at levels 3 or 4 as measured by the Teacher's College Reading and Writing Assessment and the NYS ELA exam and a 1% increase in the number of students in Grade 2 performing at levels 3 or 4 as measured by the Teacher's College Reading and Writing Assessment. <input type="checkbox"/>	<input type="checkbox"/> After conducting our needs assessment, the school determined that 49.3% of the students were performing at levels 3 or 4. Therefore, we determined that it is necessary to focus on improvement of the number of students performing at or above grade level based on the higher expectations of the evolving state standards.
<input type="checkbox"/> 2. <u>Mathematics:</u> By June 1011, there will be a 2% increase in the number of students performing at proficiency levels 3 or 4 as measured on unit assessments as well as New York State Mathematics exams <input type="checkbox"/>	<input type="checkbox"/> A review of our needs assessment, we noticed that 65.4% of our students were level 3 or 4 in the NYS Math exam. We determined that an increase in the % of students scoring level 4 is warranted. <input type="checkbox"/>
<input type="checkbox"/> 3. <u>Social Studies:</u> By June 2011, 75% of students will demonstrate a basic understanding of the Social Studies Core Curriculum as outlined in the the NY State Scope and Sequence by achieving a 3 or 4 on their final report card.	<input type="checkbox"/> After reviewing our needs assessment, we noticed that 30% of our students received Level 3 while 57% of our students scored Level 4 based on school wide assessment. While this is a significant increase in the % of students scoring Level 4, we would like to continue this trend moving students from Level 3 to Level 4
<input type="checkbox"/> <input type="checkbox"/> 4. Art, Music, Physical Education <u>Art:</u> By June 2011, there will be a 2% increase in the number of students performing at levels 3 or 4	<input type="checkbox"/> After a review of research data available with regard to core areas such as Visual Art, Music and Physical Education, it is clear that participation in these areas directly impacts

<p>as measured by teacher's assessments as per rubrics based on the benchmarks in the NYC Blueprint for the Arts.</p> <p><u>Music:</u> By June 2011, there will be a 2% increase in the number of students performing at levels 3 or 4 as measured by teacher's assessments as per rubrics based on the benchmarks in the NYC Blueprint for the Arts.</p> <p><u>Physical Education:</u> By June 2011, there will be a 2% increase in the number of students in normal range on the Fitness Gram.</p>	<p>on student performance in academic areas such as Reading, Mathematics, Social Studies and Science.</p> <p>We believe that it is very important to expose our students to a well rounded curriculum that supports an awareness and knowledge of visual and performing arts and experiences that engage students in activities in these areas.</p> <p>We believe that our children need exercise and exposure to athletic activities and healthy competition in ways that build self esteem and sportsmanship. We would like our students to develop good habits with regard to health and nutrition.</p>
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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 2010-11 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, PLA, 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

ENGLISH LANGUAGE ARTS 2-5

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> 1. <u>English Language Arts:</u></p> <p>By June 2011, there will be a 3% increase in the number of students, in Grades 3-5, performing at levels 3 or 4 as measured by the Teacher's College Reading and Writing Assessment and the NYS ELA exam and a 1% increase in the number of students in Grade 2 performing at levels 3 or 4 as measured by the Teacher's College Reading and Writing Assessment. <input type="checkbox"/></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>All classes will use Balanced Literacy to address the Performance Standards in English Language</p> <p>Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction</p> <p>Integration of writer's workshop into daily instruction</p> <p>Read, listen and write in a variety of genres</p> <p>Leveled libraries</p> <p>Collaborative grade planning</p> <p>Flexible grouping for instruction</p> <p>Words Their Way Word study (small group individual instruction with differentiated material)</p> <p>Foundations</p> <p>Reduction in class size</p> <p>Inter-visitations</p> <p>Use of higher order thinking questions that address critical thinking skills</p> <p>Integration of computer technology</p>

	<p>College Reading Writing Project School Vocabulary After School Program for students in Grades 1-5 not meeting standards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Support:</p> <p>Reading Recovery / AIS Teacher: Contracts for Excellence Literacy Specialist: TL Fair Student Funding Librarian: T L Fair Student Funding TL Children First Computer: T L Fair Student Funding 3 Teachers: State EGCR AIS Para: TL Fair Student Funding Reading Recovery/AIS Teacher: TL Fair Student Funding</p> <p>CFE</p> <p>TC Project School: Title I Funds for PD Title III Funds</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><input type="checkbox"/></p> <p>Bimonthly individual assessments using Teachers College ECLAS Variation Leveling exam Students should increase a minimum of 1 level per assessment Teacher observation 80% on weekly Vocabulary Exams Writing Portfolio Assessment (students must attain a performance level of 2 or better on published pieces from each unit of study). We will review our Action Plan quarterly and adjust based on assessment findings.</p>

Subject Area
(where relevant) :

MATHEMATICS 1 - 5

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/></p> <p>2. <u>Mathematics:</u></p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 1011, there will be a 2% increase in the number of students performing at proficiency levels 3 or 4 as measured on unit assessments as well as New York State Mathematics exams</p> <p><input type="checkbox"/></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><input type="checkbox"/></p> <p>Ongoing assessment of all students</p> <p>Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction.</p> <p>Use strategies to solve multi-step problems independently and/or in small groups Whole class instruction/problem of the day/math journals/mental math Represent concepts in multiple ways through numbers, graphs, symbols, diagrams or words Math centers, use of manipulatives and hands-on activities, independent work, math groups according to need and levels Use of literature to integrate language arts and math Integration of computer technology for remediation or enrichment Address performance in mathematics core curriculum Mainstreaming special education students into general education classes Emphasis on the integration of writing in mathematics Academic Intervention Services for targeted students After School Program for students in Grades 1-5 not meeting standards Reduction in class size</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Computer: TLFair Student Funding 2 Teachers: Title I School Wide Projects Title III Funds</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Weekly Exams and Every Day Math Unit Assessments Math Projects EDM Games Student Report Cards Portfolio assessment – reviewed bi-weekly by teachers, parents, students Teacher observations and tests – 75% accuracy Promotional criteria checklist – 80% of Grade Level Standards met Math Inventory – 10 out of 16 skills mastered – 1 time per year
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Subject Area
(where relevant) :

SOCIAL STUDIES

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>3. <u>Social Studies:</u></p> <p>By June 2011, 75% of students will demonstrate a basic understanding of the Social Studies Core Curriculum as outlined in the the NY State Scope and Sequence by achieving a 3 or 4 on their final report card.</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>	<input type="checkbox"/> <ul style="list-style-type: none"> Scotts Foresman Text K-3 Houghton Mifflin, Harcourt Core curriculum Grade 4 and 5 Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction. Trips to NYC City Museums and Historical Societies all students. Interpreting photographs and illustrations based on their grade curriculum and interpreting maps that support their grade curriculum all students on going. Exposure to primary source documents all students on going. Practice answering Document Based Questions. Interpreting and responding to documents. Use of video technology to enhance interest. Infusion on Web base technology such as interactive maps.

	<p>Utilization of data bases provided by New York Historical Society and the New York Public Library. On line Grolier Encyclopedia We will review our Action Plan quarterly and adjust based on assessment findings.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title 1 Schoolwide programs - Open access library with internet connections for research. Tax Levy and Title I funds used to hire Social Studies Cluster teacher and Social Studies Lead Teacher</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><input type="checkbox"/> Showcasing student work through Social Studies Fair in spring. Improve performance of Social Studies State Test demonstrated by a greater number of students achieving Level 4. Improved performance on Social Studies end of unit test and/or portfolio assessment.</p>

Subject Area
(where relevant) :

ART, MUSIC, PHYSICAL EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/>4. Art, Music, Physical Education</p> <p><u>Art:</u> By June 2011, there will be a 2% increase in the number of students performing at levels 3 or 4 as measured by teacher's assessments as per rubrics based on the benchmarks in the NYC Blueprint for the Arts.</p> <p><u>Music:</u> By June 2011, there will be a 2% increase in the number of students performing at levels 3 or 4 as measured by teacher's assesments as per rubrics based on the benchmarks in the NYC Blueprint for the Arts.</p> <p><u>Physical Education:</u> By June 2011, there will be a 2% increase in the number of students in</p>
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	normal range on the Fitness Gram.
<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>☐</p> <p>Visual Arts: Full time licensed Art Teacher for cluster program. Full time Conflict Resolution through Art program. All classes are programmed for visual arts classes and/or music classes. Students in grades 1 are invited to participate in a Self Esteem through Art after school program. Students in grades 4 and 5 are invited to participate in a Performing Arts after school program. Making Books Sing residency in Grade 3 classes. Parents as Art Partners is a series of 8 evening family workshops facilitated by Making Books Sing.</p> <p>Music: Full time licensed Music Teacher for cluster program. All classes are programmed for visual arts classes and/or music classes. Students in grades 3 are invited to participate in a Self Esteem through Music after school program. Midwood Development is a CBO that runs an after school program daily for students. The program incorporates sports and recreation and will be adding a drama component. Arts and Physical Education After School Programs for GE and SE students</p> <p>Physical Education: Full time licensed PE and APE teachers to implement Physical Education / Health Education programs for students in all classes during and after school. Students in Grade 2 are invited to participate in a Self Esteem through Sports after school program.</p> <ul style="list-style-type: none"> • Redesign of schoolyard with sports, tennis and basketball courts, street games, climbing apparatus, and gardens for school planting. Students will be able to utilize this space during and after school. NY Junior Tennis League will be running programs for our students in both 381 and 197 both during and after school as well as summers <p>We will review our Action Plan quarterly and adjust based on assessment findings.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐ Full time Licensed Art Teacher: EGCR Full time Music Teacher: TL Fair Student Funding After School Per Session: Violence Prevention / Title III Funds</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>☐</p> <p>ARTS: Visual Arts and Music benchmarks as identified in the Blueprint for the Arts. Students will achieve 85% of Grade Level Standards on formal and informal assessments and teacher observations. 85% of our students in grade 1 will receive Levels 3 or 4 on March/June Report Cards in Visual Art and/or Music</p> <p>PHYSICAL EDUCATION: Skills are taught and students are evaluated as prescribed by the scope and sequence for specific grade levels. Benchmarks for progress as per the Physical Best Activity Guide and Physical Education for Lifelong Fitness as evaluated on the Fitnessgram or Test of Gross Motor Development 2 (100% Completion). 90% of our grade 5 students will receive Levels 3 or 4 on March/June Report Cards in Physical Education.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: 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			N/A	N/A				
1	2		N/A	N/A	1			6
2	6		N/A	N/A	1	1		4
3	3		N/A	N/A				3
4	3	1	1	5				3
5	4	1		7				4
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. 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:	<input type="checkbox"/> Great Leaps Reading: Grades K - 5 — during the school day. Targets fluency in phonemic awareness. <input type="checkbox"/> Quick Reads: Grades 1-5 — 1:1 and small groups during the school day. Research based fluency program that uses high interest non-fiction to improve reading performance and comprehension. This program has weekly assessment component. It uses differentiated instruction to address vocabulary, writing and reading comprehension skills. <input type="checkbox"/> Kaplan and Aim Higher: Grades 2-5—small group after school. Targets reading and writing instructions for students experiencing difficulty in meeting the standards. Has a unit assessment component.
Mathematics:	<input type="checkbox"/> Kaplan and Aim Higher Mathematics: Grades 2-5—small group after school. Problem solving strategies .
Science:	<input type="checkbox"/> Harcourt Program: Grades K-5 – Differentiated in class instruction during the school day provided within the core program.
Social Studies:	<input type="checkbox"/> Scott Foresman DBQ: Grades 4, 5 – Small group instruction before the school day.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselor: Group counseling, individual counseling and crisis intervention. <input type="checkbox"/> Red Ribbon Week: Activities to promote drug free lives.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Students who are at risk are seen by the School Psychologist for ERSA counseling for a temporary period of time (usually up to 10 sessions or as needed).

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Grades K - 5 are seen both 1:1 and in small groups during the school day. Targets students not mandated but who exhibit at risk behaviors.
At-risk Health-related Services:	<input type="checkbox"/> Daily monitoring or as needed monitoring for students with health related issues such as diabetes, asthma, allergies, heart problems, etc. is provided by a nurse that is assigned to our school on a full time basis.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

1-5

Number of Students to be Served:

LEP 83

Non-LEP 29

Number of Teachers 5 T/Th Session I Arts and Sports; 10 T/Th Session II Reading/Math

Other Staff (Specify) 1 supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

Each teacher will focus on assisting their students to meet the performance standards for that child's particular grade. In addition, the teachers will focus on expanding and enriching each youngster's English academic vocabulary.

Teachers will be chosen based on experience in specific grade levels and proven success with moving students (ELLs, and/or other subgroups) to meet grade level standards.

In addition, we will need to have 1 supervisor available after school to support quality instruction.

We have many supplemental materials purchased through other school funds both specific to ESL students as well as content area materials for us to use in the after school and Saturday program, therefore, it will not be necessary for us to purchase additional materials using Title III funds.

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.

□

Two full time ESL teachers service our English Language Learners. These teachers work with classroom teachers on an ongoing basis. They do workshops on designated PD days, at Faculty Conferences, and Grade Conferences with our all our teachers and paraprofessionals in small groups. They provide suggestions for teaching strategies as well as materials for classroom teachers and after school teachers to use with our ELLs. Teachers know that they can consult with our ESL teachers when they have students with limited English proficiency for support. This professional development is built into the fabric of our PS 197 community and is at no cost to our school.

PS 197 is a Teachers College Reading and Writing Project School (TCRWP). With Title I funds, we purchase professional development through Columbia University. Staff Developers work with teachers and students at our school throughout the year for a total of 20 days. All our teachers attend workshops at Teachers College, Columbia University. Workshops include use of TC assessment tools, utilizing assessment to drive instruction and approaches to differentiate instruction in reading and writing for our varied levels of ELLs, and general education students. This year, staff developers will do sessions specifically around meeting the needs of our English Language Learners.

Section III. Title III Budget

—

School: PS 197

BEDS Code: 332200010197

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	\$17,660.00	<input type="checkbox"/> Instruction: Per Session Tues / Thurs 9 teachers x (10 sessions @ 2 hrs) 20 hrs x \$50/hr = 9000 1 ESL teacher x (10 sessions @ 2 hrs) 20 hrs x \$50/hr = 1000 1 supervisor x 25 hours x \$50/hour = 1250 5 teachers x (10 sessions @ 2 hrs) 20 hrs x \$50/hr = 5000 1 supervisor x (10 sessions @ 2.5 hrs) 25 hrs x \$50/hr = 1250
Purchased services - High quality staff and curriculum development contracts	None	<input type="checkbox"/> <input type="checkbox"/> All teachers in our school participate in professional development through Teachers College Columbia University. We have 2 qualified ESL teachers on staff who meet with our teachers to provide support. Arts and Sports programs are taught by qualified and/or experienced teachers in these areas.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	None	<input type="checkbox"/> <input type="checkbox"/> We have supplemental materials in the building purchased through other school funds to support both ESL instruction as well as content area instruction for this program.
Educational Software (Object Code 199)	None	<input type="checkbox"/> Our school has purchased many supplemental software and internet based programs for technology for our students in all content areas that are available to our after school teachers and students such as Brain Pop and others.

Travel	None	<input type="checkbox"/> Teachers consist of PS 197 staff members, therefore no travel time or expenditures are necessary.
Other	None	<input type="checkbox"/> No other expenditures necessary.
TOTAL	0	

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.

P.S.197 Home Language Report (RHLA) 2010-2011 revealed that immigrant students speak the following primary languages: Russian - 119 students; Spanish - 76 students, Albanian - 13 students, Urdu - 17 students, Arabic - 20 students, Pilipino - 7 students, Turkish - 10 students, Uzbek - 11 students, Georgian - 5 students, Punjabi - 4 students. School determines within a few days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school and provides appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

School maintains appropriate and current record of the primary language of each parent. Such information is in ATS and on the student emergency card. School staff is aware of the language resources available to our school. All school based staff is familiar with the Language Identification Card (for example, I speak (language) cards) that allows parents to identify their language needs to the school staff.

Part B: Strategies and Activities

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

Written translation services will enhance parents' understanding of academic standards, assessments and tests. It will inform parents about supplementary education services and other educational programs.

Language assistance in Russian, Spanish, Arabic, Albanian, and Haitian Creole will be provided by the school staff. Parents can choose to rely on an adult or relative for the needed language assistance. If no language resources are available for the school an outside vendor such as Translation and Interpretation Unit.

When Translation and Interpretation Unit, school, or office is temporarily unable to provide required translation into one or more covered languages, it will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

P.S. 197 will provide oral interpretation service to parents who request such service in order to communicate with the school staff and administrators regarding critical information about their child's education, including but not limited to: a) informal parent interviews; b) special education services; c) promotion meetings; d) PTA meetings.

Such interpretation service will be provided either at the location where the parent is seeking to communicate or by telephone. Oral interpretation service will be provided partly by the school staff, partly by the outside vendor, or the parent's relative/friend/companion if the parent chooses so.

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>.

P.S 197 will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which include their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

Our school will post signs in each of the covered languages, indicating the availability of interpretation service, in a conspicuous location at or near the primary entrance.

Safety plan of P.S 197 will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office solely due to language barriers.

If 10% of the children at P.S. 197 speak primary language that is neither English nor the covered language, school shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to the section seven of the Chancellor's Regulations A-663, and shall post and provide such forms in accordance with this section.

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 2010-11:	\$287,269	\$186,752	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,872.69		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,363.45	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,726.90	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96.08%

6. If the percentage of high quality teachers during 2009-2010 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.

Human Resources provided support to help validate and finalize the credentials for appropriate New York State and City licensing and appointment.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

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TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

P.S. 197 agrees to implement the following statutory requirements:

- Parents of all students will receive workshops and or information in the following topics:
 1. *Homework assistance*
 2. *Reading (Instruction / Testing)*
 3. *Math*
 4. *Science and Social Studies*
 5. *The Arts*
 6. *Middle School Application Process*
- Back-to-school events will be organized for the purpose of welcoming parents and students.
- Translators will be available at workshops, where possible, to allow for greater participation and understanding
- A monthly calendar will be distributed with school activities and important dates
- Notices will be translated into “home” languages where possible i.e., Russian, Spanish, Haitian, Cantonese, etc.
- Parent Coordinator will communicate with parents on a regular basis, organize informative workshops and inform parents of upcoming school events and activities.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 197 will conduct a review of the current Parent Involvement Plan by members of the SLT. Recommendations will be made for the plans improvement.
2. P.S. 197 will conduct monthly SLT meetings and principal meets monthly with executive board members of the PTA.

3. P.S. 197 will provide technical assistance and other support in planning and implementing effective parental involvement activities in the following ways:
4. Workshops offered in the following topics, to be coordinated by the Parent Coordinator: homework assistance, physical education, reading, family literacy nights, math, family arts events.

Science and Social Studies
The Arts

Family Arts nights

3. P.S. 197 will conduct a survey of all parents in order to evaluate the effectiveness of our Parent Involvement Policy. A committee of parents will evaluate these findings and make recommendations to the SLT. The SLT will review findings and incorporate into the school plan.

4.

P.S. 197 will conduct workshops for parents in reading and math. At these workshops parents will view samples of previous state tests in order to become familiar with their content and format. These workshops will be conducted by teachers and will provide the parents with the opportunity to solve, first hand, some of the questions on the tests. Parents were then provided the opportunity to discuss their responses and review answers based on needed skills. They will identify skills needed by the students in order to be successful. Math and reading strategies will be discussed.

Teachers will inform parents of students being assessed by alternate methods. Parents will become familiar with these methods and learn strategies for assisting their children.

5. P.S. 197 will, with the assistance of parents, provide the following opportunities for reach-out:

WORKING COLLABORATIVELY AS MEMBERS OF THE PTA

JOINT FUND RAISERS

PARENTS WILL ASSIST IN THE INTERPRETATION OF RESULTS OF SURVEYS

PARENT SPONSORED TRANSLATION SERVICES

6. P.S. 197 will ensure that information related to the school and parent programs, meetings and other activities are presented to parents in the following ways:

- Continuation of workshops which are offered in the following topics (coordinated by the Parent Coordinator):
 - Homework assistance
 - Reading
 - Math
 - Science and Social Studies
 - The Arts

- Workshops to assist non-English speaking parents (if funds are available) to communicate more clearly with school personnel in order to improve their participation in the process.
- Translators will be provided at workshops, when possible, to allow for greater participation and understanding.
- Notices will be translated into “home” languages, where possible, e.g., Spanish, Russian, Cantonese, etc.
- Develop a handbook which includes curriculum requirements and expectations for each grade level as well as pertinent telephone numbers, addresses of Department of Education, school personnel, and neighborhood politicians.
- Continuation of a monthly calendar which contains information regarding school activities, testing dates and other relevant data.
- Have parents available to translate for other parents in their native language

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2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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.

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SCHOOL-PARENT COMPACT

The school community of **Public School 197** including the staff and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve high standards.

This School-Parent Compact is in effect during the school year 2010-2011.

PART I - REQUIRED SCHOOL-PARENT PROVISIONS

School Responsibilities

Public School 197 will:

provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- hold curriculum meetings each year to set goals and establish class criteria.

- to provide students with the educational materials necessary to achieve success.

- to share responsibility for improving student achievement.

- to participate in ongoing staff development in the best teaching practices of all curriculum areas to ensure high quality instruction for all populations.

- to collaborate with outside agencies to enhance and enrich the current teaching practices.

hold parent-teacher conferences (at least annually) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- to provide annual meetings for Title I parents to inform them of the Title I program at P.S. 197 and the right to be involved. A flexible number of meetings at various times will be arranged to take into account parents needs.

- to actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policies at P.S. 197.

- to provide parents with timely information about all programs.

- to assure that all parents may participate in workshops such as reading/math strategies, behavior modification programs, nutrition, physical education, ESL, etc.

- to actively participate in the P.S. 197 PTA and other related school activities.

provide parents with frequent reports on their children's progress and reasonable access to staff. Specifically, reports and staff will be available as follows:

- to provide a welcoming and open environment.

- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information.

- to provide open communication between teachers and parents through:

 - parent teacher conferences

 - frequent reports to parents on their children's progress

 - reasonable access to staff

 - opportunities to participate in and observe their child's class

provide parents opportunities to volunteer and participate in their children's class, and to observe classroom activities as follows:

- to provide opportunities to participate Project Arts Family Nights.

- to become involved in developing, implementing, evaluating and revising the school/parent involvement policy.

- to accompany children's class on trips.

- to provide the opportunity to attend instructional lesson in their children's classes.

- to assist in the planning and execution of our school shows and Chorus performances.

- to be active spectators at Field Day.

Parent Responsibilities

We as parents will support our children's learning, such as:

attending Parent Teacher Conferences.

working with our children on schoolwork, supervise child's reading for 30 minutes per day and insure that a reading log is completed daily.

monitoring our children's:

attendance

homework

television watching and computer usage

sending our children to school appropriately dressed, prepared to learn and on time.

staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the

school district either received by my child or by mail and responding as appropriate.

reading together with my child every day.

communicating positive values and character traits, such as respect, hard work and responsibility.

respecting cultural differences of others.

supporting the school's uniform and discipline policy.

express high expectations and offer praise and encouragement for achievement.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Teacher's College Reading and writing benchmarks-The June 2010 Teachers' college assessments indicate that 63.7 of our students in grades 1-5 were performing at or above grade level. However this assessment did not reflect the raised expectations of the evolving higher standards as evidenced in the NYS ELA cut scores. This assessment, however, allows us to monitor student progress school wide on common ongoing assessments. Benchmarks this year have been adjusted according to Progress Report data, and data in New York Start which indicate 49% of our students in grades 3-5 scored at or above grade level on the 2010 NYS ELA.

2. Schoolwide reform strategies that:

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

□ Action Plan:

ELA

Mathematics

Social Studies

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.

□

ELL after-school program.

Extended Day for ELL, special education, and general education at-risk students.

Summer school for students who received a level 1 on the ELA and or Math State test.

o Help provide an enriched and accelerated curriculum.

□

District 22 designated Gifted and Talented classes in grades 3, 4, and 5. Our Scholars Program in Kindergarten, Grade 1 and 2 enhances and enriches the standard curriculum.

o Meet the educational needs of historically underserved populations.

□

- The principal and assistant principal disaggregate assessment data from the state and city test for individual students and by class, grade, ethnicity, and gender. The progress of special education students and English language learners is tracked very closely to evaluate whether intervention strategies are effective in supporting their achievement. The computerized system enables them to disaggregate the data using multiple criteria to identify trends and patterns in achievement. As a result, the school has identified that based upon our most recent progress report, both our English Language Learners, special education students, African American students in the lowest third city-wide has made exemplary proficiency gains in ELA. In mathematics, our special education students and other students in the lowest third city-wide have made exemplary proficiency gains. We offer a wide variety of AIS and student support services to target and support our historically underserved population and at-risk students.

- ELA p 21-24

- Math p 21-24
- Science p 25-26
- Social Studies p 27-28
- Academic Intervention Services p 32-34

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.

Student Support Services
Counseling, Wilson, Reading Recovery, Technology

o Are consistent with and are designed to implement State and local improvement, if any.

na

3. Instruction by highly qualified staff.

- Professional development coordinated by a team consisting of the Principal, Assistant Principal, Reading Staff Developer, Math Lead teacher, Wilson Specialist, and Reading Recovery Teacher.
- Continuation of intensive professional development in balanced literacy by a full-time reading staff developer.
- On-site professional development support and mentorship by experts from Teachers' College.
- Math Lead-teacher will provide on-going professional development to all staff with emphasis on specialized strategies for special education and English Language Learners (ELL).

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.

Professional development coordinated by a team consisting of the Principal, Assistant Principal, Reading Staff Developer, Math Lead teacher, Wilson Specialist, and Reading Recovery Teacher.

Continuation of intensive professional development in balanced literacy by a full-time reading staff developer.

Math Lead-teacher will provide on-going professional development to all staff with emphasis on specialized strategies for special education and English Language Learners (ELL).

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

Not applicable

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

- Family Literacy Workshops
- Family Mathematics Workshops
- Family Art and Literacy Program facilitated by Making Books Sing
- Workshops for Articulating Grade 5 students
- Social Studies and Science Fairs
- Book Fairs

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.

- We have two full-time Pre-K classes which allows for transition into Kindergarten.
- Workshops for parents to provide information about importance of Pre-K as preparation for Kindergarten.
- Parent orientation meetings at the beginning of the school year to familiarize parents with school policies and procedures.
- Open school week to observe interaction between teacher and child.
- Early identification and testing and provision of services for children.

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.

- Weekly Cabinet meetings attended by a cross-section of staff.
- Teacher surveys
- Teacher discussion of mid-year review.
- Referral, by teachers, to Pupil Personnel Team
- Grade level common preps

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.

□

- ECLAS Variation Assessment
 - Teachers' College Running Record
 - Use of the Interim Assessments such as: Periodic Assessments ,Scantron Performance Series.
 - Use of customized assessments such as: Acuity.
 - Use of State standardized test.
 - AIS specialist who uses previously discussed assessments and informal testing, and discusses these results with teachers and provides for one-to-one and small group instruction for students as needed.
 - At-risk students also receive instruction during Extended Day and in after-school programs and Saturday Academy.
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.

□

Not applicable

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (I.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			241306	True	1, 2, 3, 4
Title I, Part A	Federal	Yes			184884	True	1, 2, 3, 4

(ARRA)							
Title II	Federal	Yes			217621	True	1, 2, 3, 4
Title III	Federal	Yes			17660	True	1, 2, 3, 4
IDEA	Federal	Yes			476243	True	1, 2, 3, 4
Tax Levy	Federal	Yes			2710115	True	1, 2, 3, 4

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

na

2. Ensure that planning for students served under this program is incorporated into existing school planning.

na

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;

na

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

na

c. Minimize removing children from the regular classroom during regular school hours;

na

4. Coordinate with and support the regular educational program;

na

5. Provide instruction by highly qualified teachers;

na

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

na

7. Provide strategies to increase parental involvement; and

na

8. Coordinate and integrate Federal, State and local services and programs.

na

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

Part A:

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.)

At P.S. 197 there is 1 student currently in temporary housing.

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

The Guidance Counselor, Social Worker and School Psychologist are available to assist on an as needed basis with extra support s services.

Furthermore, the PTA will provide any and all costs for school related functions, i.e. school trips.

Pupil Accounting Secretary keeps accurate records to ensure that all children are immunized. We provide outreach for children and parents in need of immunizations by directing parents to the appropriate outside agencies for vaccinations.

Part B:

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.
na
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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_22K197_110110-150300.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 602	District 22	School Number 197	School Name Kings Highway Academ
Principal Ms. Rosemarie B. Nicoletti		Assistant Principal Ms. Erica N. Williams	
Coach Ms. Serenity Saint Jean		Coach	
Teacher/Subject Area ESL Ms. Gordonova		Guidance Counselor	
Teacher/Subject Area ESL Ms. Reyes		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Ms. Julia Bove		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	525	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	19.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Procedures for identifying and placing new English Language Learners, including pre-kindergarten students moving to kindergarten, include five major components: registration, identification, parent orientation, program selection, and program placement. ESL teachers are in charge of identifying and placing new ELLs.

The identification process begins with screening which includes administering the Home Language Identification Survey (HLIS) and conducting the informal oral interview in English and in the native language. Based on the established criteria, we determine which of the students are required to take the Language Assessment Battery- Revised (LAB-R). These children are identified as “Potential ELLs”. Based on the hand-scored results of the formal initial assessment (LAB-R), the students are identified as ELLs (those who belong to beginning, intermediate, or advanced levels of English language proficiency) and non-ELLs (those who are identified as proficient). All ELLs are eligible to receive bilingual or ESL services.

The LAB-R is administered only once to a student to determine eligibility for bilingual services or ESL services. The New York State English as a Second Language (NYSESLAT) is administered in the spring to evaluate the student’s progress in English and determine whether the student will continue to receive services for the next school year. The only way to exit the program is to get a passing score on the NYSESLAT.

All parents receive Entitlement Letters and Parent Survey and Program Selection Forms in their native languages. The Program Selection Forms are usually returned by all the parents to ELL teachers. For the past few years the parents of all newly admitted ELLs returned the Program Selection Forms indicating the Freestanding ESL Program as their first choice. We keep the copies of the forms on file for several years.

Our ESL teachers make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held. The parents are provided with information on the different ELL programs using the translated materials (brochures and DVDs in the native languages of the parents of ELLs) and are offered translation and interpretation services, including document translation and onsite interpretation services, as needed. Throughout the year, parents are informed in a number of ways, including one-on-one meetings, phone conversations, or through the mail.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K* 1* 2* 3* 4* 5*

Check all that apply

6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	1	1	1	1								8
Total	2	2	1	1	1	1	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	23
SIFE	10	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 88	<input type="checkbox"/> 10	<input type="checkbox"/> 16	<input type="checkbox"/> 12	<input type="checkbox"/>	<input type="checkbox"/> 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 100
Total	<input type="checkbox"/> 88	<input type="checkbox"/> 10	<input type="checkbox"/> 16	<input type="checkbox"/> 12	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 100

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	9	3	8	3								31
Chinese														0
Russian	4	6	8	4	3	3								28
Bengali														0
Urdu	2	2	1	1	1									7
Arabic	2	5		1	4	1								13
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1				1								2
Other	1	6	5	2	3	1								18
TOTAL	14	23	23	11	20	9	0	100						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

All English Language Learners (ELLs) are very well integrated into our school. The school provides ELLs with a Freestanding ESL program, which means that English-acquisition-focused instruction is provided only in English. Transitional Bilingual Education and/or

Dual Language programs, which include the native language arts (NLA) component, will be used upon the availability of the required numbers of students and the parents' choice.

Two fully licensed ESL teachers teach their ELLs via a push-in/pull-out ESL program model. While pushing-in, we support the targeted group of ELLs working on the learning material in collaboration with the classroom teacher. A pull-out model is used for the structured instruction of ELLs from one or more classes in a separate location. ELL students are grouped both heterogeneously (mixed language proficiency levels) and homogeneously when the English language proficiency level is the same. The latter is often used when grouping newcomers who are at the preproduction level of language development.

Several classes are usually served during the day. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as per the LAB-R and/or NYSESLAT scores. Beginning and intermediate students are mandated to receive 360 minutes of ESL instruction per week; advanced students are mandated to get 180 minutes of ESL instruction per week; all ELLs are mandated to receive 180 minutes of ELA instruction per week. Content area instruction is provided to all ELLs. The students are grouped according to their English language level of proficiency, language development, and academic needs to address their weaknesses and strengths effectively. ESL strategies are used to provide ELLs with the educational tools to communicate in social settings, achieve academically in all content areas, and in socially and culturally appropriate ways. All students are getting their mandated services. ESL strategies and learning materials used are aligned with NYS Standards.

The school library has a collection of books for ELLs both in English and their native languages. Students are taught to use glossaries, bilingual dictionaries and technology to enhance their learning.

Particular consideration is given to identifying students in need of improvement and students with special needs. An Individual Education Plan (IEP) is in place for all Special Education ELL students. Instruction is organized around task and learning groups. All teachers who serve Special Education ELLs have the required qualifications and language competences. New ELLs, SIFE (Students with Interrupted Formal Education), Long-Term ELLs and Special Education ELLs are part of the Academic Intervention Program, which is aimed at learning math vocabulary, problem solving, as well as literacy skills. This year, the school has 88 newcomers (ELLs receiving service 0-3 years), 12 ELLs receiving service 4-6 years, 23 Special Education ELL students, 10 SIFE students. They all receive targeted instruction via before and after school programs. Midwood Development After School Program is a community-based program housed in our school. The program provides homework assistance, physical education, arts/crafts. Academic and arts programs will also be available during the year. All ELLs are afforded equal access to all programs in the school.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The school provides targeted intervention programs for ELLs in ELA, math, and other content areas. Newcomers, SIFE students, Special Education ELLs and Long Term ELLs are the targeted subgroups.

The Reading Recovery Program is designed to help students become better readers and writers by developing effective strategies that they will use independently. They learn how to predict, confirm, comprehend stories, hear sounds in words, represent meaning in print, and monitor and check their own reading. The Great Leaps Reading Program is used to help students learn to correct various reading difficulties

and increase reading fluency. The program consists of three parts: learning sounds of letters, working with phrases and reading different stories that help to increase fluency. The Wilson Reading Program is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. High interest non-fiction texts used in the Quick Reads Program are designed to be read quickly and enable students to focus on meaning and word recognition. The program builds vocabulary, fluency, comprehension and background knowledge.

The Great Leaps Math Program focuses on building fluency in basic mathematical operations, such as addition, subtraction, division and multiplication. It uses concrete manipulatives and representational strategies (student drawings) to help the students understand math operations. Goals in the programs are age appropriate.

Students will receive counseling (group or individual) based upon individual needs and conflict resolution skills where needed. Students are referred to outside agencies for further interventions – individual or family. Parents of students will be provided with lists of local community agencies. All students will be provided with related service as indicated on their IEP. They will be provided small group, targeted instruction via Title I, Title III programs in ELA, ESL, and Math. Teachers will tailor instruction based upon the students’ individual needs. Regular assessment and analysis of the students’ progress will be provided. Conferences among professionals are conducted to review students’ cumulative records and recommend interventions.

ESL instruction addresses four modalities: listening, speaking, reading and writing. ESL lessons incorporate essential elements of the Balanced Literacy Model. ESL instruction promotes phonemic awareness, coding and decoding skills using multi-sensory activities of the Wilson Reading and Writing System. ESL lessons are focused on learning and expanding English language vocabulary, including content area instruction and vocabulary, and develop listening, reading and writing skills. Special attention is given to promoting higher order thinking skills. Big Books and student books published by Prentice Hall Regents ESL, ESL student and activity books by Scott Foresman, Addison-Wesley’s Reading Program, nonfiction and fiction series, Amazing English, an integrated ESL Curriculum, and other materials are used in ESL lessons. ESL teachers plan in collaboration with mainstream teachers providing scaffolding instruction for their ELLs. Teachers scaffold academic language and complex content to support students’ participation in content areas. Math instruction for ELLs is focused on enhancing math terminology and reasoning while solving problems and interpreting tables and graphs. ELA instruction promotes reading accuracy and fluency, reading comprehension and writing skills.

On September 15, 2008 the NYSED Board of Regents approved extending test accommodations to former LEP/ELLs for two additional years after achieving proficiency on the NYSESLAT. Therefore, for up to two years, our former ELLs get the extended test time and a separate location for the tests. Proctors may read the listening passage on the Grades 3-8 English language arts test a third time to ELLs. The bilingual glossaries may be used for math and science tests.

All ELL students are afforded equal access to all school programs, including after school and supplemental services, mentioned above. Our ELLs are taught to use glossaries, bilingual dictionaries and technology to enhance their learning. All required services support our ELLs at different levels of their language development. The materials and resources used are age and grade appropriate.

Newly enrolled ELL students and their parents get guidance from the school administration before, at the beginning, and throughout the school year. In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held. Parent brochures and booklets are available in the native languages of the parents of ELLs.

C. Schools with Dual Language Programs

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

Dual Language programs will be used upon the availability of the required numbers of students and the parents’ choice.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ELL personnel includes two properly ESL certified teachers of ELLs. They participate in meetings and workshops offered by the Office of ELLs. Besides, workshops are conducted during the school year in the areas of literacy, math, science and ESL. These are conducted by our teachers of ELLs, literacy coach, principal and assistant principal.

The transition from elementary to middle school is done smoothly by providing the staff with the choice of middle schools suitable for our ELLs. Brochures informing the parents of ELLs of the middle schools available are distributed.

Professional development for ELL teachers, classroom non-ELL teachers, teacher assistants includes issues associated with teaching ELLs.

They are: New York State – LEP identification process; English proficiency levels of ELLs; essential elements of effective program models for ELLs; ESL methodologies and description of classroom practices; second language acquisition; instructional scaffolding used with ELLs; the critical components of reading instruction for ELLs, etc. ELL Support Specialists as well as professors of the City University of New York (CUNY) are invited to provide professional training, as needed.

E. Parental Involvement

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

The parents hold the school in high regard. Regular parent orientation meetings, parent-teacher conferences, and parent workshops are held for the parents, including parents of ELLs. The Parent Orientation Meeting is held during the second week of school to provide information to the parents concerning grade curriculum, state standards and assessments, our school policies regarding uniform, homework, and attendance. An Orientation Meeting for the Parents of the Newly Enrolled ELLs is scheduled in early September to inform the parents of ELLs of the types of programs for ELLs in the school and NYC, the process of identification and placement of ELLs, and assessment. Regular parent-teacher conferences are held during the year to keep the parents apprised of their child's progress. Family nights are held in science, math, art.

Parents of ELLs are offered free adult English as a Second Language classes in different locations close to their homes. Several times a year ELL parents are invited to various workshops to be better informed of the life, work and education in the USA. School staff and teachers of ELLs regularly meet with the parents of ELLs to discuss their needs and concerns.

The information for all school and city events is distributed in English and in the native languages of the parents of ELLs. Our parent coordinator, classroom teachers and teachers of ELLs reach out to our ELL parents. Translation services are provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	11	12	4	9	2								54
Intermediate(I)		7	7	4	7	4								29
Advanced (A)		3	3	4	4	3								17
Total	16	21	22	12	20	9	0	0	0	0	0	0	0	100

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	4	3		12
5	3	2			5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5		9		3	2			19
5			3		4	1			8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		5	1	1		8
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4				7		2		13
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

To assess the early literacy skills of ELLs, our school uses the Teachers College Reading and Writing Project of Columbia University (TCRWP). This tool assesses Concepts of Print, Letter/Sound Identification, High Frequency Words and Independent Reading Levels in fiction and nonfiction texts. The data shows that ELL general education students' literacy level grows with the number of years they spend at

our school. As to ELL special education students with limited cognitive and academic abilities combined with behavioral or physical limitation, literacy skills of most of them develop at a slower pace. For example, in the second grade, nine general education ELLs moved up to levels K, L, and M. Meanwhile, within the same grade four special education ELLs who started at the same reading level as general education ELLs at the beginning of the year moved up only to levels H and I. Consequently, instructional plans at our school vary for students with different literacy skills. More scaffolding is used for students with delayed literacy skills, while scaffolding is gradually withdrawn as literacy skills of our ELLs meet the grade standards.

P.S.197 uses a wide range of assessment data to measure students' performance and to inform all aspects of lesson planning. To measure the academic progress ELLs make, ESL teachers use the results of the Interim Assessments, the spring NYSESLAT, as well as forms of ongoing informal assessment (observation of ELLs during regular classroom activities, portfolios of samples of students' works). The administration of the NYSESLAT in 2010 reveals that about 10% of ELLs have reached the level of proficiency; 20% of ELLs are advanced; 20% of ELLs belong to the intermediate level of English proficiency and 50% belong to the beginning level of English proficiency. The NYSESLAT Modality Analysis shows that speaking and listening are the strongest modalities, while reading and writing are the weakest modalities for students. Therefore, more emphasis has to be made on developing reading and writing strategies through the use of the workshop model and students' participation in activities that promote academic discourse such as accountable talk. Overall Spring 2010 NYSESLAT proficiency results and Fall 2010 LAB-R for new admits show that 54 ELL students are beginners, 29 ELLs are at the intermediate level of English proficiency, and 17 ELLs are advanced students.

Content area test results reveal that most newcomers are getting higher grades in tests taken in their native languages.

The school leadership and teachers analyze the ELL Periodic Assessment results and collaborate with ESL teachers to define the skills and strategies needed for further advancement of ELLs. The ELL Periodic Assessment results help the school determine the kind of education students have in their native language, how they are able to transfer their knowledge from the native language to English, and how bilingual dictionaries, glossaries and oral interpretation are helping students to demonstrate their knowledge in content area and literacy.

The results of the tests ELLs take (the NYSESLAT, ELA, Math, and Science) show the success of the programs used for our ELLs at schools. For example, in the NYS Science Test seven out of nine ELL students in grade 4 demonstrated levels 3 and 4; in the NYS Math Test twelve ELLs demonstrated level 2 and ten ELLs demonstrated level 3 out of 27 students in grades 4 and 5.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 197 Brooklyn					
District:	22	DBN:	22K197	School		332200010197

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		94.3	94.7	94.3
Kindergarten	74	76	79				
Grade 1	80	84	90	Student Stability - % of Enrollment:			
Grade 2	69	88	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	80	71	82		93.4	94.5	94.2
Grade 4	66	73	78				
Grade 5	70	72	80	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		61.4	76.6	76.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	15	24
Grade 12	0	0	0				
Ungraded	7	10	6	Recent Immigrants - Total Number:			
Total	482	510	529	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	11	20

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	54	53	54	Principal Suspensions	14	3	11
# in Collaborative Team Teaching (CTT) Classes	53	53	50	Superintendent Suspensions	5	2	0
Number all others	14	19	21				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	49	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	23	6
# receiving ESL services only	90	107	TBD				
# ELLs with IEPs	2	27	TBD	Number of Educational Paraprofessionals	21	13	29

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.7	71.4	83.3
				% more than 5 years teaching anywhere	60.9	61.2	70.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	90.0	93.8
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	92.0	92.1	97.8
Black or African American	26.1	24.1	24.2				
Hispanic or Latino	19.7	18.8	20.6				
Asian or Native Hawaiian/Other Pacific	13.7	11.4	10.6				
White	40.2	45.5	44.6				
Male	49.2	51.0	49.1				
Female	50.8	49.0	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	68.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf