



P.S. 198 ISADOR E. IDA STRAUS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 198 ISADOR E. IDA STRAUS
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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
Sharon Jeffrey Roebuck	Principal	Electronic Signature Approved. Comments: verbal approval
Inez Robinson-Chillous	Admin/CSA	Electronic Signature Approved.
Michelle Bellizzi	Admin/CSA	Electronic Signature Approved. Comments: verbal approval
Danielle Santiago	Parent	Electronic Signature Approved. Comments: verbal approval
Kathleen ZwiebelPerretta	UFT Chapter Leader	Electronic Signature Approved. Comments: verbal approval
nicole murphy	UFT Member	Electronic Signature Approved. Comments: verbal approval
theresa cavallo	Admin/CSA	Electronic Signature Approved. Comments: verbal approval
jamie margolies	UFT Member	Electronic Signature Approved. Comments: verbal approval
eugenia tinsley	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: verbally approved
cindy borbolla	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: verbally approved
heriberto guzman	Parent	Electronic Signature Approved. Comments: verbally approved
phil horton	Parent	Electronic Signature Approved. Comments: verbally approved

carol crawford	Parent	Electronic Signature Approved. Comments: verbal approval
illya shell	Parent	Electronic Signature Approved. Comments: verbal approval

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

Mission Statement

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

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

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

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

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

Reading Recovery teachers provide 1 to 1 at-risk instruction. Literacy specialists push in daily for guided reading instruction to students in small groups in grades K-5. Volunteer programs (ie. Learning Leaders, NYU America Reads) enable us to keep more adults in each classroom.

Extended day/year programs provide students with small classes to master ELA and Math and acquire strategies in preparation for standardized tests in grades 3 to 5.

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

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

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

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

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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. 198 Isador E. Ida Straus								
District:		2	DBN #:		02M198	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		50	46	52			93.1	93.4	TBD	
Kindergarten		91	100	75						
Grade 1		87	91	92	Student Stability - % of Enrollment:					
Grade 2		84	80	88	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		80	78	83			92.6	92.24	TBD	
Grade 4		85	84	72						
Grade 5		66	76	79	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			41.5	58.4	75.6	
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			27	23	TBD	
Grade 12		0	0	0						
Ungraded		4	0	1	Recent Immigrants - Total Number:					
Total		547	555	542	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							6	14	3	
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		0	5	12	Principal Suspensions		5	18	TBD	
# in Collaborative Team Teaching (CTT) Classes		52	63	57	Superintendent Suspensions		1	2	TBD	
Number all others		24	25	35						
<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	39	42	45	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	4	10	Number of Teachers	45	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	18	TBD
				Number of Educational Paraprofessionals	1	3	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	97.9	TBD
				% more than 2 years teaching in this school	44.4	53.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	42.2	36.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	83	TBD
American Indian or Alaska Native	1.1	0.9	1.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	24	24.3	23.6				
Hispanic or Latino	48.8	46.8	46.3				
Asian or Native Hawaiian/Other Pacific Isl.	10.2	11.9	11.3				
White	15.9	13.9	14.6				
Multi-racial							
Male	48.4	51.5	53.7				
Female	51.6	48.5	46.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09		<input 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	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	38	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?

According to Fountas and Pinnell book levels, 75% of students in grades K-2 are reading on or above grade level. This exceeds our original goal. At this time, we do not have the proficiency levels from the New York State ELA test. However, we have the following data: 94% of 3rd grade students met standards, 93% of 4th grade students met standards and 90% of 5th grade students met standards. Review of the findings from a review of quantitative and qualitative data resulted in a determination of the following goals for 2010-2011:

Improving student performance in literacy. 65% of students in grades K-2 will be reading independently on grade level by June 2011. (K-Level B, 1st grade -level I, 2nd grade-Level L, 3rd grade-Level O). Levels are based on Fontas and Pinnell. Performance will be measured through running record analysis, TC assessments, conference notes, guided reading notes, and formal and informal observations. 75% of students in grades 3-5 will meet or exceed a level 3 on the 2010 New York State ELA exam. There will be a 2% decrease in the number of students in grades 3-5 performing at a level 2 on the 2010 New York State ELA exam.

Improving student math performance. At least 67% of students in grades K-2 will be on grade level in the process strands as measured by monthly math levels, conference notes, guided math notes, exemplars, unit assessments, and formal and informal observations. At least 88% of our 4th and 5th grade students will perform at or above level 3 on the New York State Math test. There will be a 2% decrease in the number of students in grades 3-5 performing at a level 2 on the 2010 New York State Math exam.

Improving student performance in science. To increase school wide student performance at or above level by June 2011. This will be further supported by our K-2 and 3-5 specialists, and guided by our science curriculum in accordance to New York State Standards.

Increasing parental involvement. To increase parental awareness of instructional programs, various learning strategies, approaches to behavior management and day-to-day operations through Curriculum Nights, workshops, newsletters, and meetings by June 2011.

Continue to increase teacher awareness of tier 1 academic intervention and increase tier 2-3 academic intervention services. The overarching goal is to begin academic intervention the 2nd or 3rd week of September 2010 and to provide students in K through 5 with small group targeted

instruction in pre-literacy, guided reading, comprehension, Wilson/Fundations, writing, test taking skills and mathematics through June 2011.

Offering Gifted and Talented classes starting September 2010. Effective September 2010, our school will open two Kindergarten Gifted and Talented classes.

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

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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

Literacy

(where relevant) :

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

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

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Mathematics: Maintaining academic rigor includes 5 key instructional strategies: modeling, think-alouds, conferring, differentiated instruction and individualized targeted student goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>A uniform system for monitoring student goals has been designed and is being implemented school-wide. The math coach provides professional development on a one-one basis, grade level basis and school-wide level. She plans curriculum with teachers, models lessons, coaches into lessons and facilitates workshops. Through observations, teachers are given next steps to work on in their practice and pedagogy, which are aligned with their students’ needs, as well as the overarching goals of our school. Administration conducts monthly Grade Level Inquiry Meetings to address the needs of students using data from formative and summative assessments. Additionally, the development of math word walls will help to facilitate student vocabulary for more sophisticated math conversations. Using a constructivist approach, teachers will apply strategic questioning and document in their conference notes next steps for students in developing their strategies as mathematicians. This approach will help continue to facilitate students’ metacognitive skills in mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/> Funding was allocated for five Academic Intervention teachers to provide differentiated, evidence-based, small group instruction. Funding was allocated for professional development: substitutes to provide intra-visitations, workshops, lab-sites and mentoring. Funding was also allocated for special programs, such as Saturday Academy Enrichment and Math Extended Day. Funding: FSF, CFF, C4E, TITLE I</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> The cycle for Academic Intervention is 4 weeks. Student progress reports are done by the providers in collaboration with the classroom teacher. Conference notes and guided math notes are reviewed to identify a common thread which connects the teaching objectives. End of unit assessments in Everyday Math, Predictive and ITA results, and New York State Math results will assess student progress. Additionally, item skills analysis, and portfolios, as well as formal and informal observations will take place in assessing individual student progress.

Subject Area
(where relevant) :

Arts Enrichment

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Arts Enrichment: Continue to provide students with a balanced arts curriculum.
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"> • Art teacher (PK-5) • Music teacher (PK-3) • Spanish teacher (PK-2) • Multi-media Club (PK-5) • Common prep for Cluster teachers to collaborate • Incorporate Science into Performing Arts • Implementing a school-wide uniform system for monitoring student goals • Monthly Inquiry meetings with administration
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</i>	<input type="checkbox"/> Funding was allocated for art supplies, and all materials necessary to implement the art curriculum. Money was also set aside for cultural events inside and outside of the building.

<i>action plan.</i>	
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"> • Student participation in performances – creating scenery, designing costumes, writing of music and lyrics, singing, dancing, acting • Family participation (volunteering, creating scenery, etc..) and feedback • Student art exhibits • DVD of student performances

Subject Area
(where relevant) :

Student Performance

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

<p>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"/> C4E allocation used for text books, and other educational resources.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> In grades K through 5 individual goals will be created and posted. Conference notes are reviewed to identify new target goals for individual students. Individual students will verbalize how to reach their goals.</p>

REQUIRED APPENDICES TO THE CEP FOR 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	12		N/A	N/A				
1	21		N/A	N/A	1			
2	17	17	N/A	N/A	2			
3	26	8	N/A	N/A	3			
4	21	12			1			
5	27	3						
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. 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"/> First graders receive literacy intervention to develop good reading strategies one to one during the school day. Selected at-risk students receive direct instruction in decoding, reading comprehension, structured word recognition one to one and in small group before school, during school and after school.
Mathematics:	<input type="checkbox"/> Students failing to meet promotional criteria receives additional instruction in identified areas of mathematics as needed in a small group before, during and after school.
Science:	<input type="checkbox"/> Students will receive services based on their performance.
Social Studies:	<input type="checkbox"/> Students will receive services based on their performance.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Meeting and duration are based on individual needs.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Meeting and duration are based on individual needs.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Meeting and duration are based on individual needs.

At-risk Health-related Services:

Meeting and duration are based on individual needs.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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)

K-5

Number of Students to be Served:

LEP 46

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

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.

□

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

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

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

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

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

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

Professional Development Program

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

□

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

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

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

Section III. Title III Budget

—

School: P.S. 198

BEDS Code: 310200010198

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

<p>Professional salaries (schools must account for fringe benefits) - Per session - Per diem</p>	<p>\$3,862.16</p>	<p><input type="checkbox"/></p> <p>INSTRUCTIONAL ACTIVITY#1 <u>COOKING PROGRAM</u> CODE 15 PROFESSIONAL SALARIES : There will be an after school cooking program for beginner through low intermediate level ELLs that will meet for 20 sessions. <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u> <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u></p> <p>INSTRUCTIONAL ACTIVITY #2 <u>Readers Theater CLUB</u> CODE 15 PROFESSIONAL SALARIES : There will be an after school Readers Theater Club program for our upper intermediate through advanced level ELLs that will meet for 20 sessions and be run by the ESL teacher. <u>1 teacher x 1.5 hrs x 20 sessions x \$ 41.98= \$ 1,259.40</u> <u>1 teacher x 1.5 hrs x 20 sessions x \$41.98=\$1,259.40</u></p> <p><u>PARENT INVOLVEMENT ACTIVITY</u> CODE 15-PROFESSIONAL SALARIES Teacher per session for parental involvement activity meetings and planning sessions 4 teachers x 1 hr x8 meetings x \$41.98= <u>\$1,343.36</u></p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	<p>n/a</p>	<p><input type="checkbox"/>Not applicable.</p>
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	<p>\$7,000</p>	<p><input type="checkbox"/></p> <p>Code 45: Cooking supplies and basic ingredients will be purchased for student use for creation of recipes as well as general supplies needed for student journals. Items will include but may not be limited to basic ingredients for simple recipes the group will make together and basic cooking supplies. <u>\$300</u> Each cooking session will begin with a read-aloud Teacher resource cookbooks will</p>

		<p>be purchased to guide teacher in planning curriculum. Books for read-alouds and shared reading for children will be used as springboards for aloud that connects to the recipe that day. Books will also be for reading as the majority of the books will be available for classroom library use, so students may take them home for reading to build upon reading practice in class and to share with their parent.</p> <p><u>\$500</u> Journals, pens, folders, markers, printer ink, printer paper for copies. Teacher resource books to guide lesson planning. Items will include but not be limited to the supplies listed.</p> <p><u>\$500</u> Readers Theater supplies Copying Fee</p> <p><u>\$500</u> Laptop Computer for ESL classroom for students to type their plays/scripts and invitations and for collecting data and other language games.</p> <p><u>\$1,000</u> Printer/Scanner/Copier for ESL classroom</p> <p><u>\$600</u> Beverages and Food - \$ 150 Books/games/supplies for parents to use at home to foster learning and support newcomers to the country - \$250 8 Workshop/breakfast @ \$400 = <u>\$3200</u></p>
Educational Software (Object Code 199)	\$1,000	<input type="checkbox"/> Rosetta Stone language development software packages for staff members to provide native language support to ELLs (PD for teachers)
Travel	\$200.00	<input type="checkbox"/> CODE 400 46 students/15 adult chaperones (teachers and guardians/parents) <u>CULMINATING EVENT/CELEBRATION</u> Cooking Club: Restaurant Trip - <u>\$200</u>
Other	\$200.00	<input type="checkbox"/> <u>Code 400</u> <u>CULMINATING EVENT/CELEBRATION</u> Readers Theater Club:

		Performance/Show - <u>\$200</u>
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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	280,741	183,886	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,807		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,037	*	
4. Enter the anticipated 10% set-aside for Professional Development:	28,074	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

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.

* Federal waiver granted; additional set-asiders 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.

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.

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.

The committees (Administrative Cabinet, Staff Developers, Grade Inquiry Team Leaders, Inquiry Team, Academic Intervention Team, Pupil Personnel Team and The School Leadership Team) reflect, review, evaluate and analyze all relevant data and assessment specific to their role in providing our students with all their academic needs. Members contributed the following: *Administration facilitated school wide changes to align the curriculum with NYS standards, as a result of evaluating student data, *Data Inquiry followed the performance and

progress of a selected, targeted population over a two year period. The targeted population was at risk general population, special education and ELL students, * Grade Level Inquiry teams used formative and summative assessments, as well as grade level tools to monitor progress and differentiate instruction in the classroom, *Staff Developers made strategic professional development decisions based on student data, key NYS standards and feedback from teacher teams, *Academic Intervention reviewed the data from summative and formative assessments to improve the performance and progress of those students in greatest need of improvement, *School Leadership reviewed and evaluated the successes and areas of improvement in the C.E.P and aligned it with the current needs of the school community and PPT monitored socially and emotionally at risk students as well as academically at risk students and evaluated the need for Tier III intervention (ie:CTT, SETSS and Self Contained)

2. Schoolwide reform strategies that:

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

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

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Implemented programs, such as Thursday Academy and extended day, to provide additional support for struggling students and to provide enrichment.

o Help provide an enriched and accelerated curriculum.



- Provide pull-out small group enrichment during school day and Thursday Academy Enrichment after school to proficient (level 3-4) ELA/Math students.

o Meet the educational needs of historically underserved populations.

Please see strategies cited above.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



- Academic Intervention reviewed the data from summative and formative assessments to improve the performance and progress of those students in greatest need of improvement,
- School Leadership reviewed and evaluated the successes and areas of improvement in the C.E.P and aligned it with the current needs of the school community and PPT monitored socially and emotionally at risk students as well as academically at risk students and evaluated the need for Tier III intervention (ie:CTT, SETSS and Self Contained)
- Meeting and Duration of At-risk services are based on individual evaluation of needs.

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Assessment is an on-going diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data. All students participate in self-assessment and play an active role in planning their specific goals in a time-bound manner.
- School-wide systems are in place for ongoing monitoring, analyzing and recording, and evaluating student progress in 4-6 week cycles. Other systems of accountability are: Monthly Reading Level Reports, TC Pro, Reports and Conference Notes.

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



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

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

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	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)

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: 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.)
5
2. Please describe the services you are planning to provide to the STH population. At the start of school year, our parent coordinator collects contact information on each Student in Temporary Housing to establish an ongoing relationship with parents of STH students. Our school assesses both the academic and emotional needs of our STH students by providing in-house counseling and academic intervention services. In addition, we provide essential school supplies, off-set the costs of scheduled class trips, and connect parents with resources outside of the school community for further assistance.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 198 Isador E. Ida Straus					
District:	2	DBN:	02M198	School		310200010198

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	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	46	52	49		93.1	93.4	92.0
Kindergarten	100	75	109				
Grade 1	91	92	74	Student Stability - % of Enrollment:			
Grade 2	80	88	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	78	83	88		92.6	92.2	93.3
Grade 4	84	72	84	Poverty Rate - % of Enrollment:			
Grade 5	76	79	74	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		41.5	75.6	83.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		27	23	22
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		6	14	3
Ungraded	0	1	0				
Total	555	542	568				

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	5	12	15	Principal Suspensions	5	18	12
# in Collaborative Team Teaching (CTT) Classes	63	57	57	Superintendent Suspensions	1	2	0
Number all others	25	35	38				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	42	45	TBD
# ELLs with IEPs	4	10	TBD
Number of Teachers			
	45	47	52
Number of Administrators and Other Professionals			
	16	18	9
Number of Educational Paraprofessionals			
	1	3	15

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	97.9	97.8
				% more than 2 years teaching in this school	44.4	53.2	71.2
				% more than 5 years teaching anywhere	42.2	36.2	44.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	83.0	84.6
American Indian or Alaska Native	0.9	1.1	1.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	24.3	23.6	23.6				
Hispanic or Latino	46.8	46.3	42.8				
Asian or Native Hawaiian/Other Pacific	11.9	11.3	10.6				
White	13.9	14.6	21.1				
Male	51.5	53.7	53.7				
Female	48.5	46.3	46.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	-	-	-			
Multiracial	-	-	-			
Students with Disabilities	v	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10			
Overall Letter Grade:	B	Overall Evaluation:	P		
Overall Score:	42.8	Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data	UPF		
School Environment:	4.3	Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P		
Student Progress:	28.5				
<i>(Comprises 60% of the</i>					
Additional Credit:	3.3				

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

**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 02	District 02	School Number 198	School Name PS 198
Principal Mrs. Jeffrey-Roebuck		Assistant Principal Mr. Tosado/Mrs. Cavallo	
Coach Ms. Margolies		Coach type here	
Teacher/Subject Area Mrs. Zackman/ESL Teacher		Guidance Counselor Ms. Wagner	
Teacher/Subject Area type here		Parent <input type="text"/>	
Teacher/Subject Area type here		Parent Coordinator Mrs. Festa	
Related Service Provider type here		Other type here	
Network Leader Dan feigelson		Other type here	

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	1	Number of Certified Bilingual Teachers	<input type="text"/>	Number of Certified NLA/Foreign Language Teachers	<input type="text"/>
Number of Content Area Teachers with Bilingual Extensions	<input type="text"/>	Number of Special Ed. Teachers with Bilingual Extensions	<input type="text"/>	Number of Teachers of ELLs without ESL/Bilingual Certification	<input type="text"/>

C. School Demographics

Total Number of Students in School	567	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	6.35%
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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.

Upon enrollment, the parent completes a HLIS (Home Language Identification Survey) with the assistance of school personnel (the parent coordinator and school secretary). HLIS are made available in home languages. Within a students first 10 days of school the ESL teacher analyzes the HLIS to determine whether they meet the criteria for LAB-R (Language Assessment Battery-Revised) testing. Based on LAB-R scores, the ESL teacher determines who is eligible for language services. After the ESL teacher hand scores the test, a notification letter is prepared for parents (letters are to be made available in home languages). Letters inform parents that their child has been tested and invites them to attend a Parent Orientation Meeting to learn about program options. At Orientation parents watch a DVD (epic) explaining parent program choices (available in home languages) Parents complete a Program Selection form and Parent Survey and select a program they feel is best structured for their child. If the school does not have a program the parent requests, the school has to either create that program if they have the necessary numbers to do so or provide the parent with information on what other schools provide that program. Copies of distributed Entitlement letters are kept on file as well as Program Selection/Parent Surveys to ensure that they have been returned.

Reviewing Program Selection Forms over the past few years, the trend in our school is for parents to Select Freestanding ESL as their first choice. 9 parents completed the Program Selection Survey this school year and all 9 selected Freestanding ESL as their first choice. Over the past 2 years when asked why they chose this program over the others, they say they heard positive things about the ESL program and ESL teacher at P.S 198 from parents in the community. Therefore, P.S 198 creates programs that are aligned with parent requests.

Part III: ELL Demographics

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

K	1	2	3	4	5	
6	7	8	9	10	11	12

A. ELL Programs

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	Tot #
Transitional Bilingual Education (60%.40% → 50%.50% → 75%.25%)	<input type="text"/>	0												
Dual Language (50%.50%)	<input type="text"/>	0												
Freestanding ESL														
Self-Contained	<input type="text"/>	0												
Push-In	2	2	2	2	2	2	<input type="text"/>	12						
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)		26	Special Education	7
SIFE	0	ELLs receiving service 4-6 years		10	Long-Term (completed 6 years)	1

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="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	25	<input type="text"/>	1	10	<input type="text"/>	5	1	<input type="text"/>	1	36
Total	25	0	1	10	0	5	1	0	1	36

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	<input type="text"/>	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
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
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	
	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																			

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	<input type="text"/>	3	1	1	4	3	<input type="text"/>	12						
Chinese	4	3	<input type="text"/>	2	<input type="text"/>	9								
Russian	1	<input type="text"/>	1											
Bengali	<input type="text"/>	1	<input type="text"/>	1										
Urdu	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1	<input type="text"/>	2							
Arabic	1	<input type="text"/>	<input type="text"/>	1	1	2	<input type="text"/>	5						
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1								
Other	1	1	1	1	<input type="text"/>	1	<input type="text"/>	5						
TOTAL	7	8	3	6	6	6	0	36						

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.

PS 198 has a Free Standing ESL program. The program reflects a push-in and pull-out model of instruction. Newcomer and Beginner ELLs have more time in pull-out instruction and Intermediate and Advanced ELLs have more time with push-in instruction. The ESL program is modeled greatly on the Balanced Literacy approach being used in mainstream classrooms combined with ESL strategies. Elements of Shared Reading, Shared Writing, Interactive Writing, Read-Alouds are blended with ESL methodologies. ELLs are supported in learning content and academic language with strong scaffolding, modeling, building upon prior knowledge, and using tools to help analyze information such as graphic organizers, visuals, TPR and acting out. There is a focus on developing vocabulary, comprehension skills, fluency, grammar, and language structure.

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

Our school differentiates instruction for ELL subgroups. We provide programs for students (including ELLs that are SIFE, Newcomer ELLs and ELLs receiving 4-6 years of service and Long-Term ELLs) such as Extended Day Test Prep, Saturday Academy, ESL After-School Club, Guided Reading Push-in, Reading Recovery and Wilson. There is an emphasis on small group work with ongoing assessments for ELL subgroups. ELLs identified as having special needs are being served as per their IEP. All ELLs (including those with special needs) are provided with small group instruction, one-on-one assessments and differentiated instruction. Ongoing team meetings involving classroom teacher, ESL teacher, other service providers and parent are encouraged.

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

Targeted intervention programs for ELLs in ELA, math and other content areas include academic intervention in the form of small group pull-out and push-in, Extended day Test Prep, Saturday Academy and Reading Recovery. For continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT ELLs continue to receive extended time on standardized testing and separate location. In addition, the ESL teacher communicates regularly with Classroom teachers of current ELLs as well as those who have reached Proficiency.

A new program being considered for the upcoming school year is a "buddy system" between an ELL who has reached proficiency and a Beginner level ELL of a shared home language.

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

Students including ELLs are afforded equal access to after school and supplemental services in the building.

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

Native language support is offered when possible in our ESL program. We provide bilingual books for ELLs and parents of ELLs. A "buddy system" is encouraged between newcomers and a partner with a shared home language to assist with translation and vocabulary development.

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

A. Assessment Breakdown

A. 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.

P.S 198 encourages teachers to participate in ongoing professional development workshops and seminars. Out of school as well as in school PD is provided on topics such as differentiating instruction for all students including ELLs. Teachers are encourage to hold professional development planning sessions where they can share strategies and plan instruction for students including ELLs. In addition, the ESL teacher provides bimonthly newsletters sharing strategies, updates and articles regarding how to best meet the needs of ELLs in the classroom. Ongoing communication is encouraged via email and meetings where student progress and goals are discussed. The ESL teacher provides Translation and Interpretation information to school staff. The ESL teacher acts as a liaison between teacher and parent and sits in on meetings and conferences.

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

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

Part V: Assessment Analysis

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)	1	1	1	1	1	1	1	1	1	1	1	1	1	9
Intermediate(I)	1	5	2	1	1	2	1	1	1	1	1	1	1	12
Advanced (A)	1	1	1	1	4	3	1	1	1	1	1	1	1	13

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

Total	7	6	3	6	6	6	0	0	0	0	0	0	0	34
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	3	□□□	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	3	2	4	□□□	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	1	□□□	4	3	□□□	□□□	□□□	□□□	□□□	□□□	□□□
READING/W RITING	B	□□□	□□□	□□□	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	4	2	1	1	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	1	□□□	3	3	3	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	1	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	□□□	2	□□□	2	□□□	2	□□□	7
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	□□□	□□□	□□□	3	□□□	□□□	□□□	7
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	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

B. After reviewing and analyzing the assessment data, answer the following

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.

PS 198 has opted out of ECLAS and is involved in TCRWP and Fountas and Pinnell assessment programs. ELLs are also assessed using the Rigby ELL Assessment program for ongoing assessments in reading, writing, listening and speaking. PS 198 uses Periodic Assessment for ELLs twice a year (Fall and Spring). Assessments help guide instruction and is shared with parents to show student progress.

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

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

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

Additional Information

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

Paste additional information here

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 □□□□		□□□□
	Other □□□□		□□□□
□□□□	Other □□□□		□□□□
□□□□	Other □□□□		□□□□