



THE DOUGLASTON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q098
ADDRESS: 40-20 235TH STREET DOUGLASTON, NY 11363
TELEPHONE: (718) 423-8535
FAX: (718) 423-8550

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q098 **SCHOOL NAME:** The Douglaston School

SCHOOL ADDRESS: 40-20 235th Street Douglaston, NY 11363

SCHOOL TELEPHONE: (718) 423-8535 **FAX:** (718) 423-8550

SCHOOL CONTACT PERSON: Sheila B. Huggiins **EMAIL ADDRESS:** shuggin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sheila B. Huggins

PRINCIPAL: Sheila B. Huggins

UFT CHAPTER LEADER: Frances Pinto

PARENTS' ASSOCIATION PRESIDENT: Fiona Campese

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 205

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

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 |
|--------------------------|--|-----------|
| Sheila B. Huggins | *Principal or Designee | |
| Frances Pinto | *UFT Chapter Chairperson or Designee | |
| Fiona Campese | *PA/PTA President or Designated Co-President | |
| N/A | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| N/A | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Jamysha Stephen | Member/Parent | |
| Cristine Briguglio | Member/Parent | |
| Madeline Maisano | Member/Parent | |
| Giussepe Vaccaro | Member/Parent | |
| Mary Lynn Campirides | Member/Faculty | |
| Julius Adams | Member/Faculty | |
| Janette Schwartz | Member/Faculty | |

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

The Douglaston School Vision: *"P.S. 98 is a place where school and home come together to promote learning to meet standards of excellence. Our students have the capability to become self-disciplined, creative and independent learners. We believe every child will succeed in ways that reflect his/her own aptitude and interest."*

The Douglaston School is an intimate and vibrant school, nestled in the quaint community of Douglaston, Queens. The school has enjoyed a long and fine tradition of academic excellence and success in preparing every child for middle school. A mainly seasoned and dedicated faculty work diligently and collaboratively to ensure consistent curriculum planning and the effective implementation of their plans. We believe in nurturing curiosity in the core curriculum areas of ELA, Mathematics, Social Studies and Science by:

- inspiring the habit of reading every day in a variety of genres
- deliberately "engaging" students as a condition for their learning
- nurturing the self worth of each child by modeling the joys and benefits of being a life-long learner
- providing a risk and anxiety free learning environment and
- recognizing the Arts as a strong support to our work in the core curriculum areas.

We believe in guiding our students to become compassionate, tolerant and responsible citizens by developing empathy and respect for all, promoting volunteerism and engaging in community service. All of our work and efforts are essential in successfully establishing the foundation necessary to prepare our students for their future pursuits of college and careers. Last but not least, we believe in partnering with our wonderfully enthusiastic and supportive parents as key to accomplishing the aforementioned beliefs.

We continue to enjoy a strong partnership with Midori and Friends, the American Ballroom Dance Theatre, Inc. and Studio-in-a-School. These partnerships have afforded our students and teachers the opportunity to explore the world of dance, music and visual arts. We are also dedicated to celebrating our cultural similarities and differences. By doing so, the children discover that we have more in common than not. Part of our Arts programs are influenced by a deliberate study of multicultural traditions, rituals and practices. Through hands-on exploration, students learn to understand and respect other cultures. These experiences further enhance the development of our young learners and broaden their perspectives on life.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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: | PS 098 The Douglaston School | | | | |
| District: | 26 | DBN #: | 26Q098 | School BEDS Code: | 342600010098 |

| DEMOGRAPHICS | | | | | | | | | |
|---|--------------------------------|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input 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 | X 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | 96.2 | 96.0 | TBD | | |
| Kindergarten | 28 | 41 | 50 | | | | | | |
| Grade 1 | 41 | 37 | 45 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 51 | 38 | 36 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 50 | 55 | 42 | | 96.6 | 98.9 | TBD | | |
| Grade 4 | 50 | 49 | 55 | | | | | | |
| Grade 5 | 40 | 52 | 51 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 9.6 | 11.9 | 11.0 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 0 | 0 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 0 | 0 | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 260 | 272 | 279 | | 0 | 0 | 2 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 0 | 0 | TBD | | |
| No. in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 0 | TBD | | |
| Number all others | 31 | 33 | 31 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 5 | 1 | 7 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 15 | 16 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 3 | 3 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 1 | 1 | TBD |
| | 0 | 0 | TBD | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.4 | Percent more than two years teaching in this school | 100.0 | 93.8 | TBD |
| Black or African American | 2.3 | 2.6 | 2.5 | Percent more than five years teaching anywhere | 86.7 | 87.5 | TBD |
| Hispanic or Latino | 9.2 | 8.1 | 8.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 28.8 | 26.1 | 28.3 | Percent Masters Degree or higher | 87.0 | 88.0 | TBD |
| White | 59.6 | 60.7 | 56.3 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0 | 100.0 | TBD |
| Multi-racial | | | | | | | |
| Male | 50.4 | 51.1 | 49.8 | | | | |
| Female | 49.6 | 48.9 | 50.2 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|---|----------------------------------|--|----------------------------------|--------------------------------------|
| <input 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 type="checkbox"/> 2006-07 | <input 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 type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | | <u>Category (Check ✓)</u> | | |
|--|---|---------------------------|---------|---------------|
| | | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | x | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | | Secondary Level (✓) | |
|---|------------------------------------|---|--|----------------------------|--|
| | ELA: | X | | ELA: | |
| | Math: | X | | Math: | |
| | Science: | X | | Grad. Rate: | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | X | X | X | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | -- | -- | -- | | | | |
| Hispanic or Latino | -- | -- | -- | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | X | X | -- | | | | |
| White | X | X | -- | | | | |
| Multiracial | -- | -- | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | -- | -- | -- | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | -- | -- | -- | | | | |
| Student groups making AYP in each subject | 3 | 3 | 1 | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|----|
| Overall Letter Grade | B | Overall Evaluation: | NR |
| Overall Score | 63.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 10.2 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 20.1 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 32.8 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | NR | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 school's 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?
-

The Core Inquiry Team (CIT) convened and reviewed the data provided by ARIS and the Progress Report. Although the scale scores were recently adjusted by the NYSED, overall 83.4% of our students in grades 3-5 performed at levels 3 and 4 in the NYSELA and NYS Math. As we drilled deeper we recognized the following trends:

- A majority of the students performing at level 3 and 4 did so with a middle to low scale score
- The past trend of performance slippage by Grade 5 students did not occur in the 2009-10 data report.
- The lowest 1/3 in both ELA and Mathematics improved their performance and achieved established goals set forth by the CIT, as evidenced by the Median Student proficiency score, posted in the 2009-10 Progress Report
- While the lowest 1/3 showed progress, we found that the students in the upper tier are losing ground to the middle.

The above revelations imply that the quality of instruction in the foundational grades (K-2) may no longer be the solid structure as in the past. We will examine more closely and review materials, assessments, instruction and available student performance data for those grades.

Not only will we explore new ideas to reach students but we must get better at assessing them in a timely fashion. This will also call for faculty members to:

- better analyze available data in the grade Inquiry Teams
- utilize a variety of weekly assessments
- keep better tabs on student progress
- acquire clarity on what we need to know about our students' work performance.
- build learning fortitude and persistence (which happens to be the current societal and cultural shift)

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.

The following are the instructional goals for the 2010-11 academic year:

- By June 2011, 75% of the students will improve their reading comprehension by making at least a year of progress as measured by the NYSELA
- By June 2011 75% of our Early Childhood students, in grades K-2, will extend their understanding of foundational mathematical concepts as measured by ECAM (Early Childhood Assessment in mathematics)
- By June 2011, all students will deepen their thinking of content knowledge in social studies as evidenced by teacher created rubrics measuring the quality and depth of learning from the end of unit performance assessments.

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 (where relevant): ELA

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, 75% of the students will improve their reading comprehension by making at least a year of progress as measured by the NYSELA</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Teacher Teams, on each grade, will use Treasures (MacMillan) assessments, weekly assessments and the CTB ITA's and analyze results during weekly Teacher Team periods • Grade conferences will focus on trends discovered from the qualitative data and quantitative data to determine next best practices and new ideas to further support the acquisition of strong comprehension skills • Teachers will maintain portfolios of student work to provide evidence of progress • AIS will be scheduled and implemented by the IEP teacher • IEP teacher/ Administrator will meet with teachers during monthly grade conferences • Weekly Pupil Personnel Team meetings will be scheduled to maintain updates on targeted students • Each grade will have a minimum of two common preps per week for collaborative planning • CFN #205 NSS will present and support differentiated instruction strategies at Faculty Meetings and or PD workshops |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p> | <ul style="list-style-type: none"> • Scheduling of common preparatory time for teachers on each grade (no extra cost) • Contract with CFN 2.05 to provide PD through its NSS (TL CFN Support) • Budget allocation for Core Teacher Team per session (TL) • Budget allocation for Data Specialist (TL) |

| | |
|--|---|
| <p><i>support the actions/strategies/ activities described in this action plan.</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> | <ul style="list-style-type: none"> • Results of the CTB ITA's will serve as an indicator as to what students already know • Student portfolios with assessments overtime will mark student progress • Weekly assessments will be administered and analyzed to measure student success in the projected gains |
| <p>Support the actions/ strategies / activities described in this action plan</p> | <ul style="list-style-type: none"> • Core Inquiry Team members will collaborate with Grade Teacher Teams to support their efforts in analyzing data from assessments and student portfolios. • Agendas for lunchtime professional development meetings will focus on strategies and curriculum models that are successful. The meetings will provide the faculty with opportunities to discuss and further explore the work that is expected of them. |

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 (where relevant): Math

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 75% of our Early Childhood students in grades K-2 will extend their understanding of foundational mathematical concepts as measured by the Early Childhood Assessment in Mathematics (ECAM) tool.</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> | <ul style="list-style-type: none"> • All of the K-2 teachers will participate in the Professional Development in the Early Childhood Assessment of Mathematics Pilot program, to deepen their understanding of early childhood mathematics and assessment literacy • Math Leader participating teachers and principal will attend scheduled central professional sessions conducted by Bank Street faculty • Observation and coaching will be provided by the math leader and the NSS from the CFN 2.05 • Teachers will use common preps and weekly PD meetings to support the expansion of their professional learning community. • Teachers will pay particular attention to students at risk and those above level as identified through the assessments. • Portfolios will be maintained and used to analyze the progress over time. • Push-in AIS with the IEP teacher (math leader) will be scheduled. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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> | <ul style="list-style-type: none"> • Per diem teachers will be hired from TL funds • CFN 2.05 will also partially fund the per diem teachers for our PD purposes |

| | |
|--|---|
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Results of the CTB ITA's will serve as an indicator as to what students already know • Student portfolios with assessments overtime will mark student progress • Weekly assessments will be administered and analyzed to measure student success in the projected gains |
| <p>Support the actions/ strategies / activities described in this action plan</p> | <ul style="list-style-type: none"> • Core Inquiry Team members will collaborate with Grade Teacher Teams to support their efforts in analyzing data from assessments and student portfolios. • Agendas for lunchtime professional development meetings will focus on strategies and curriculum models that are successful. The meetings will provide the faculty with opportunities to discuss and further explore the work that is expected of them. |

| | |
|--|--|
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Student portfolios with assessments overtime will mark student progress • Weekly assessments will be administered and analyzed to measure student success in the projected gains |
| <p>Support the actions/ strategies / activities described in this action plan</p> | <ul style="list-style-type: none"> • Core Inquiry Team members will collaborate with Grade Teacher Teams to support their efforts in analyzing data from assessments and student portfolios. • Agendas for lunchtime professional development meetings will focus on strategies, resources and curriculum models that are successful. The meetings will provide the faculty with opportunities to discuss and further explore the work that is expected of them. |

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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 | 0 | 0 | N/A | N/A | 1 | 0 | 1 | 0 |
| 1 | 5 | 5 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 8 | 1 | N/A | N/A | 0 | 0 | 0 | 0 |
| 3 | 6 | 2 | N/A | N/A | 1 | 0 | 0 | 0 |
| 4 | 6 | 3 | | | 0 | 0 | 1 | 0 |
| 5 | 6 | 3 | | | 2 | 0 | 2 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|---|
| ELA: | Push-in and Pull-out interventions are provided in K-5 during school hours <ul style="list-style-type: none"> • IEP teacher provides pullout Wilson instruction in grade 2 and 3 • SETSS provides pullout Foundations in Kindergarten • IEP teacher provides 1:1 push-in instruction in grades K-5 • SETSS provides pullout prevention with small group instruction (6 week cycle) • PCEN teacher provides pullout services for students in grades K-2 • Classroom teachers provide small group instruction during Extended Day |
| Mathematics: | Push-in and Pullout intervention provided by the IEP teacher and SETSS <ul style="list-style-type: none"> • IEP teacher pushes in for 1:1 instruction • SETTS teacher has pullout with small group for instruction The classroom teachers provide small group instruction during Extended Day |
| Science: | None |
| Social Studies: | None |
| At-risk Services Provided by the Guidance Counselor: | The school guidance counselor employs small and 1:1 (where required) in short term sessions. Students are given activities to explore feelings with anxiety; self-esteem; divorce and socialization which impact on academic performance and the ability to concentrate. Various strategies are used such as: discussion, role play and games |
| At-risk Services Provided by the School Psychologist: | None |

| | |
|--|---|
| At-risk Services Provided by the Social Worker: | The social worker works with students 1:1 or in small groups and focuses on self-esteem; self-awareness and loss through divorce. |
| At-risk Health-related Services: | None |

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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). **There are no revisions to our school’s approved 2009-10 narrative.**
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s)1,2,4 _____ Number of Students to be Served: _____ 4 _____ LEP _____ 0 _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____ 0 _____

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.

Our core curriculum content areas are aligned with the current NYS Standards and educational research. We are also looking at the recently adopted CCSS to determine where and how to improve alignment. Skills are introduced at one grade level and reinforced at subsequent grade levels. If a student has not made adequate progress toward developing a competency in the identified grade, opportunities for additional instruction and practice are provided within the classroom and, if necessary, through academic intervention services such as tutoring and Extended Day. Various assessments are administered throughout the academic year and the results are used to modify instruction and to establish effective instructional groupings. Supplemental programs for our ELL students include Extended Day activities; AIS (push-in) and Peer-tutoring.

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.

As per the Chancellor’s Regulations each September the faculty is presented with information regarding the rights of instruction for students identified as ELL. Best practices and successful strategies that support learning are reviewed with the classroom and cluster teachers. Ways in which to communicate and engage parents are also explored. Together, staff reviews the test results data for the ELL students so as to better inform them on how to facilitate student learning. Professional development activities may include videos, articles and role playing and games to sensitize and inform all faculty members of their obligations and responsibilities to those identified as ELL. New classroom teachers and support staff receive the mandated 7.5 hours of ELL training through Staff Development. Workshops are scheduled for the remainder of the year during our hour-long SBO Lunchtime meetings. Meetings are scheduled for December 13th, February 7th, April 11th and June 13th.

Section III. Title III Budget

School: PS 98 BEDS Code: 342600010098

| Allocation Amount: | | |
|--|-----------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | n/a | |
| Purchased services | \$356 | Legal Interpreting Services (Vendor 113245448) |

| | | |
|--|-------|-------------------------------|
| - High quality staff and curriculum development contracts. | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$276 | Purchase leveled books |
| Educational Software (Object Code 199) | n/a | |
| Travel | | |
| Other | | |
| TOTAL | | |

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.

The Home Language Survey and ATS OTELE report are examined. At this time there is a need for translations in Mandarin, Pashtu and Korean. Parent and teacher requests; input from the Parent Coordinator, PTA and SBST are also resources of information about the language needs of our school community. Signs in various languages are posted to inform parents of their rights and the available language services. The home language is also indicated on the student emergency cards.

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.

The request and or need for translations and interpretation services is low. However, in addition to the important educational notices provided by the DOE, other written and oral services are needed for parent meetings with teachers and other staff, individual PTC's in November and March, telephone communications and letters explaining consent slips, etc., and requesting meetings. These findings were reported at meetings to the SLT and PTA.

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.

Parent volunteers and English-speaking relatives and friends act as translators for parents requiring assistance, as well as the DOE's Translation and Interpretation unit for Parent Teacher Conferences, SBST meetings and meetings with staff.

At this time we will continue the successful procedure of parent volunteers to translate information to the few parents affected in the event our contracted vendor, Interpretation Services cannot accommodate our immediate needs. We will continue to send written translations as made available by the DOE and where necessary rely on the translations made by the parent volunteer for important letters that are generated by the school. We will also continue to make good use of the following website:

<http://translate.google.com/translate+>, for short notices and requests when time is of the essence. This website instantly translates messages and is available in many languages including the 8 covered 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.
Parent volunteers and English-speaking relatives and friends act as translators for parents requiring assistance, as well as the DOE's Translation and Interpretation unit for Parent Teacher Conferences, SBST meetings and meetings with staff.
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>.

The school will provide each parent with written notification of their right to translation and interpretation services in the appropriate language and instructions on how to obtain these services. In addition, a sign will be prominently posted in the covered languages which indicate the location of a copy of the written notification. Our School Safety Plan will have procedures for ensuring that parents are not prevented from reaching the administrative office due to language barriers. Parents will be informed that the DOE website has information concerning their right to translation and interpretation services.

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 Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | | | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

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

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

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents 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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.

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

3. Instruction by highly qualified 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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 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 FY’11 school allocation amounts)</i> | Check (✓) 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 page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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).

To date there are no students who are living in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
In the event there is a student who is residing in temporary housing we will determine if the child is in need of academic support services which will be provided by our AIS personnel. The Parent Coordinator, in conjunction with the school social worker, will work closely with the family to help them navigate the system (where required or requested). The Parent Coordinator will make a daily review of the attendance for said children, to note any negative pattern trends.
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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|--------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 098 The Douglaston School | | | | | |
| District: | 26 | DBN: | 26Q098 | School | | 342600010098 |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|---|---|---|----|--|----------|--|
| Grades Served: | Pre-K | | 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 | 0 | 0 | 0 | | 96.2 | 96.0 | 96.5 |
| Kindergarten | 41 | 50 | 37 | | | | |
| Grade 1 | 37 | 45 | 49 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 38 | 36 | 51 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 55 | 42 | 33 | | 96.6 | 98.9 | 98.9 |
| Grade 4 | 49 | 55 | 41 | | | | |
| Grade 5 | 52 | 51 | 56 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 9.6 | 11.0 | 10.4 |
| 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 | | 0 | 0 | 1 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Total | 272 | 279 | 267 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 0 | 0 | 2 |

| 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 | 0 | 0 | 0 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 0 | 0 |
| Number all others | 33 | 31 | 24 | | | | |

These students are included in the enrollment information above.

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 15 | 16 | 18 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 3 | 3 | 2 |
| # receiving ESL services only | 1 | 7 | TBD | | | | |
| # ELLs with IEPs | 0 | 0 | TBD | | | | |

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

| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 1 | 1 | 1 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 100.0 | 93.8 | 83.3 |
| | | | | % more than 5 years teaching anywhere | 86.7 | 87.5 | 83.3 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 87.0 | 88.0 | 88.9 |
| American Indian or Alaska Native | 0.0 | 0.4 | 1.1 | % core classes taught by "highly qualified" teachers | 100.0 | 100.0 | 100.0 |
| Black or African American | 2.6 | 2.5 | 1.1 | | | | |
| Hispanic or Latino | 8.1 | 8.2 | 13.1 | | | | |
| Asian or Native Hawaiian/Other Pacific | 26.1 | 28.3 | 21.0 | | | | |
| White | 60.7 | 56.3 | 54.3 | | | | |
| Male | 51.1 | 49.8 | 46.4 | | | | |
| Female | 48.9 | 50.2 | 53.6 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | - | - | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | v | v | - | | | | |
| White | v | v | - | | | | |
| Multiracial | - | - | | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | - | - | - | | | | |
| Student groups making | 3 | 3 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|-----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | P |
| Overall Score: | 56.9 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | P |
| School Environment: | 8 | 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: | 12.6 | Quality Statement 4: Align Capacity Building to Goals | | | | | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | UPF |
| Student Progress: | 36.3 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 0 | | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| 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 CFN205 | District 26 | School Number 098 | School Name Douglaston School |
| Principal Sheila Huggins | | Assistant Principal N/A | |
| Coach N/A | | Coach N/A | |
| Teacher/Subject Area Claudia Sparando - ESL | | Guidance Counselor Hennie Wolf | |
| Teacher/Subject Area Julia Healy - SETTS | | Parent Fiona Campese | |
| Teacher/Subject Area Frances Pinto - AIS | | Parent Coordinator - Deborah Govier | |
| Related Service Provider Kelly Gallagher - Speech | | Other type here | |
| Network Leader Marguerite Straus | | 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 | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | 271 | Total Number of ELLs | 4 | ELLs as Share of Total Student Population (%) | 1.48% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Paste response to questions 1-6 here

1. New admits to PS 98 are interviewed first by our principal. At that time, if the Home Language Identification Survey indicates a language other than English, parents are seen by our NYS certified ESL teacher, Claudia Sparando, who is responsible for all phases of the identification process. An informal interview is conducted to help alleviate unnecessary testing. If the parent is unable to speak English, translation services are arranged. Once the home language is determined, this information is carefully maintained in ATS and on emergency cards. The classroom teacher and all staff who interact with our ELLs are informed by the school secretary and the ESL teacher of the need for translation when communicating with parents. Parent volunteers and English speaking relatives and friends act as translators for parents requiring assistance. However, if it is determined no other source is available, arrangements are made by our Parent Coordinator for translators from the DOE's Translation and Interpretation Unit for the subsequent interviews, Parent/Teacher Conferences, SBST meetings, meeting with staff, etc. After the HLIS is carefully examined, the LAB-R is administered to those students whose home language is other than English, thus establishing eligibility. If the home language is Spanish, arrangements are made for the Spanish LAB-R to be administered. A formal assessment focusing on ELA and Math skills is also administered in order to appropriately plan for each student. The NYSESLAT results, available in September, determine continued eligibility. Each year, the RLAT is examined to support services for them. The NYSESLAT also provides data for planning for continuing ELLs.

2. Parents of newly-admitted ELLs are asked to come to school as soon as possible for an orientation meeting. Because PS 98's ESL population is small, one-on-one interviews are usually conducted. At this meeting, parents are presented with the three program choices, which are explained prior to viewing the DVD if their English is adequate or through a translator if available. No mention is made that PS 98 only has an ESL program. The DVD is then shown in the native language and the parents are encouraged to ask questions afterwards. Parents are given the Parent Survey and Program Selection forms and the translated Parent Guide in the appropriate language.

3. Parents of ELLs are informed of their child's entitlement by letter and/or telephone. As mentioned in No. 2 above, PS 98's ESL population is small and, therefore, it is possible to contact parents on an individual basis. During the orientation meeting, the appropriate forms are filled out. There has not been any difficulty with parents attending meetings or returning forms.

4. During the orientation meeting, after the program options have been discussed and it is clear that parents understand the choices, they choose a program. If a student is a Non-English speaker, a bilingual placement is discussed with the parents, but availability and location usually are deterrents.

5. Parents have consistently opted for the ESL program in PS 98. For the last seven years, no parent has requested any other program. In 2002-2004 our six students' parents chose ESL. In 2004-2005, two students' parents chose ESL. In mid-year, a newly admitted students' parents chose ESL. In 2006, the parents of four newly-admitted students' chose ESL, and the parents of two transfer students also opted for ESL. In 2007 one new ESL student's parents chose ESL and in 2008 another student's parents also chose ESL. In January 2008 a new arrival's parents opted for ESL. In 2009, four newly admitted students' parents opted for ESL. A transfer student from another ESL program opted to continue in ESL. This year two new ELL students' parents chose ESL.

6. Our program model is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 3 | 3 | | | 3 | | | | | | | | | 9 |
| Total | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|--|--|---|-------------------------------|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | 4 | Special Education |
| SIFE | | ELLs receiving service 4-6 years | | Long-Term (completed 6 years) |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 4 | | | | | | | | | 4 |
| Total | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

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 | | | | | | | | | | | | | | 0 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | 1 | | | | | | | | | | | | 1 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 1 | | | 1 | | | | | | | | | 2 |
| TOTAL | 1 | 2 | 0 | 0 | 1 | 0 | 4 |

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.

Paste response to questions 1-4 here

A. Programming and Scheduling Information – Questions 1-4

1.
 - a. Organizational model: PS 98's ESL program is an English immersion, pull-out/push-in program.
 - b. Program model: ELL students are usually in an ungraded heterogeneous group for the pull-out portion and then in a graded group for reading/ESL, also heterogeneous. In addition, there is a push-in component when it is determined a student needs more comprehensible

input in the classroom.

2. a. The CR Part 154 mandated number of instructional minutes is provided by the aforementioned organizational and program models. All instruction is delivered by PS 98's ESL teacher. Our ESL students at the beginning and intermediate levels receive the mandated 360 minutes per week, while students at the advanced level receive the mandated 180 minutes per week.

3. PS 98 is committed to academic rigor through a challenging curriculum for ELLs as well as general population students. The New York State ELL standards are reflected throughout the curriculum. ELLs will acquire language through a variety of methods and strategies. For content area instruction, language objectives as well as content objectives are a priority. The teacher scaffolds the academic language and vocabulary needed to understand and process the content and the material used, which includes readers, workbooks, texts, newspaper articles, magazines, charts, etc. Unfamiliar concepts and problematic language conventions are always deconstructed to insure input is comprehensible. Native language material is often used for additional support. As students become more proficient, attention is given to higher thinking skills such as summarizing, organizing, analyzing, and thinking inferentially. Literary and content area language continues to receive special attention. Tasks requiring multiple steps are introduced. The modifications of lessons that require these skills enable ELLs to maintain more congruence with classmates as well as experience more rigorous academic instruction and enriched language.

4. a. PS 98 does not have any SIFE students at this time. In the event these students become part of our population, plans are in place for their instruction. They will receive targeted instruction in all four modalities. Differentiated instruction based on a diagnostic/prescriptive approach from carefully analyzed assessment data will be designed. Scaffolding will support language and content area objectives. Additional support will be provided by AIS, peer tutoring, and after school programs. Every effort will be made to engage parents in their child's educational plan in hopes of generating more stability.

b. PS 98's ELL newcomers receive a comprehensive program designed to address the students' need for academic language acquisition, cognitive development, and social adjustment. Newcomers acquire language through a variety of methods and strategies. TPR is used with beginners in school less than three years. Small group task oriented lessons guide language development. Along with modeling and repetition, these hands-on kinesthetic activities not only make input more comprehensible and develop vocabulary and verbal skills, but they provide the opportunity to develop grammar and other writing skills as well. Instructional materials that address all modalities include big books, picture books, language experience charts, puppetry, music and jazz chants, and dramatic play. Realia is used as much as possible. PS 98 through Writer's Workshop already focuses on writing, and writing development will be a priority for ELLs. Elements of Balanced Literacy are incorporated when appropriate. For content area instruction, scaffolding will support language and content area objectives and, when appropriate, higher thinking skills will be introduced. Native language materials, when available, are used for support.

For those students required to take the ELA after one year, plans are in place to familiarize students with the test format and provide practice in the skills required. The student's proficiency and grade level will determine the approach but, suffice it to say, our overall instructional plan incorporates the comprehensive skills assessments required. However, beginning level third through fifth graders will be at a decided disadvantage.

c. PS 98 does not have any ELLs receiving service for four to six years. However, in the event these students become part of our population, plans are in place for their instruction. They will receive targeted instruction in all four modalities. Differentiated instruction based on a diagnostic/prescriptive approach from carefully analyzed assessment data will be designed. Scaffolding will support language and content area objectives, and classroom lessons will be modified to insure congruence. The push-in model will be used more often by the ESL teacher. Additional support will be provided by AIS and the Wilson Program, and the students will be evaluated for extended day placement. If deemed necessary, the student will be referred to our SETTS teacher for unofficial evaluation and possible S.B.S.T. referral. Counseling and related services may be recommended to parents.

d. PS 98 does not have any Long-Term ELLs at this time. However, in the event these students become part of our population, plans are in place for their instruction. The same academic interventions used for SIFE and ELLs receiving service for four to six years will be used. If these interventions are seen to be unsuccessful and all other attempted approaches also fail, and when it becomes clear second language interference is not impeding the student's progress, then he/she will be referred to our SETTS teacher to begin the S.B.S.T. referral process. Although parent cooperation will have been engaged long before this, it is imperative that parents are on board with this decision.

e. At this time, PS 98 has one first grade ELL student with special needs. He will receive the same academic interventions used for SIFE, ELLs receiving service for four to six years, and Long-Term ELLs. He is being discussed by the PPT and appropriate referrals are being considered. A bilingual professional will be employed for any evaluations. He has been referred to the SETTS teacher for unofficial evaluation and academic support. In addition, he is receiving support services and is seen by our AIS teacher. He is also included in

extended day.

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

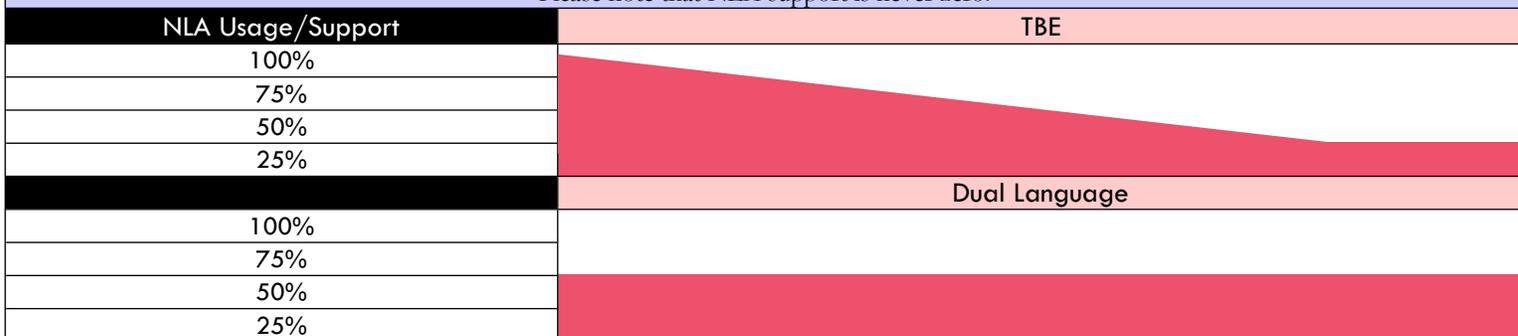
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



| | | | |
|------|------------------|--------------|----------|
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. PS 98's classroom and ESL teachers along with support staff meet frequently for articulation and congruence. Data analysis is used to establish targeted skills and objectives. Appropriate plans which reflect language objectives as well as content objectives in ELA, Math, Social Studies, and Science are discussed along with modifications, strategies, approaches, methods, materials, etc. Teachers implement the instructional program and give feedback at subsequent meetings. These meetings also provide a forum for discussions relating to ELLs social adjustment, special needs, etc. Since PS 98 has a small ELL population, students are more easily able to become part of classroom subgroups when strengths and weaknesses have been determined. Intermediate and advanced ELLs are usually part of writing subgroups in their classrooms. Our beginning level kindergartener and two first grade students need overall language acquisition and their grades provide general development of language and concepts. They are always part of language development subgroups as well as all reading and writing skill groups. Our 4th grade intermediate level student requires support in content area language and concepts as well as writing, so he is part of those subgroups receiving targeted instruction in his classroom. He does not require as much support for math, but for certain concepts and computations, he is included in those subgroups. Also, mathematical language is given special attention.

PS 98 has several intervention services available for ELA, Math and other content areas. In addition to SETTS, we have the Wilson Program, AIS, and the Language Arts Intervention program. All services are offered in English.

6. After students reach proficiency on the NYSESLAT, they receive AIS support and/or enrollment in the Language Arts Intervention Program for the next two years. Writing is also given special attention. This extra help continues until the classroom and ESL teachers decide through assessment and data analysis that the support is no longer necessary. In the event continued progress is not made, referral to the SETTS teacher is an option.

7. This year “Wonderful Wednesdays” is part of our ELA program. Parents come to school to read a story to their child’s class. A special invitation is extended to the parents of ELLs to read a story from their native country. If limited English is a concern, the parent is invited to share another part of their culture. In the past, food or arts and crafts projects helped bridge cultural gaps. This program has been well-received in the past, and it is hoped it can be expanded this year to include more classes and the parents of former ELL students.

8. None

9. In the spring, before school starts, parents attend an orientation meeting where school programs and services are presented. During the initial informal and formal interviews, parents are made aware of the after school and supplemental services available at PS 98. Our self-sustaining after school program which includes classes in technology, music, arts and crafts, sports, etc. and our music and art programs are discussed. Also, at our welcoming breakfast for all newly admitted students, all support staff presents an overview of all programs and services available at PS 98. Special care is taken to introduce the parent coordinator to ESL parents at that time. Translators are always provided if available

10. ELLs are supported by a variety of instructional materials. Realia is used as much as possible. For example, beginning and advanced level students use big books, picture books, language experience charts, puppets, music, art materials, and when available picture dictionaries in both languages. As students advance in both language functioning and grade level, content area materials include graphic organizers, maps, timelines, charts, newspapers, and magazines. This realia continues to support academic functioning. Of course, text books, readers, workbooks, etc. are used to insure congruence with classmates. If necessary, tasks and activities are modified to make input comprehensible. School and classroom libraries contain books on a variety of subjects in several languages, and this is an important support for ELLs too. Technology is another source of support for ELLs. In addition to whole class technological instruction, ELLs have access to classroom computers with software for language development as well as reading and writing skills on several different levels. Some of these programs are in both English and a variety of languages. At articulation and congruence meetings, the technology teacher presents and demonstrates any special software available.

11. ELLs receive a variety of native language support. From the moment of their arrival, a newcomer is assigned a classroom “buddy”, preferably one who speaks the same language. If not, an older student who speaks the native language may be asked to help with any translations, etc. Parent volunteers are available at the welcoming breakfast for parents as well as students. School and classroom libraries contain books in several languages, and software is available in classrooms and the computer room in several languages. An important part of the LAP is the development of cultural literacy through a representative sample of American literature of different genres. Comparing similar native language stories with their American counterparts shows a respect for other languages and cultures, as do holiday celebrations and International Week. Parents are invited to visit their child’s class and read/tell a story from their native country. Appointments are made with DOE translators for parent/teacher conferences, SBST referrals, etc.

12. Yes

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

Part V: Assessment Analysis

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per JOSE 1.

A. Assessment Breakdown

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

1. PS 98's IAP will be sustained by ongoing professional development provided by the ESL teacher whose licenses and certifications

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) | 2 | | | | | | | | | | | | | 2 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

meetings and on professional development days as described above in # 1. Special Education and SETTS teachers receive an additional 2.5

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ SPEAKING | B | 1 | | | | | | | | | | | | |
| | Parental Involvement | | | | | | | | | | | | | |
| | Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? | | | | | | | | | | | | | |
| READING/ WRITING | How do your parental involvement activities address the needs of the parents? | | | | | | | | | | | | | |
| | Response to questions 1-4 here | | | | 1 | | | | | | | | | |
| | Parent Involvement | | | | | | | | | | | | | |

Parent involvement is a priority at PS 98. We have a very active PTA. There are monthly meetings and an informational website. Volunteers are an integral part of our school and perform many services for our students. Parents of ELLs are always encouraged to

become active in school affairs, and special effort is made by the ESL teacher and parent coordinator to reach out to these parents so they

NYS ELA

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

adjustments or family problems.

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | 1 | | | | 1 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |

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

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. PS 98 uses ECLAS-2 to assess early literacy skills. Our kindergarten student on the beginning level is unable to perform on any subtests except letter recognition which is quite good. As would be expected, our newly arrived first grade, non-English speaker is unable to perform on this test. Our continuing, beginning level first grader is only beginning to understand some of the concepts on ECLAS-2. He is now attempting to rhyme words and is beginning to understand initial consonants, but not ending sounds. His performance on alphabet recognition and consonant sound subtests is good, but he is unable to identify vowel sounds. He cannot blend or segment, and has no sight vocabulary. The data provided by ECLAS-2 is useful for differentiating and planning. All three ELLs will benefit from our comprehensive developmental ELA program. In addition, targeted instruction in phonemic awareness and alphabetic principles will build on their strong letter recognition ability. In addition, the focus for these ELLs will be overall language development

2. Data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT are useful for planning and instructional purposes. Long term analysis of data patterns reveals, for most students, listening and speaking to be the strongest modalities, although

develop in English as well as a second language, it is not surprising the NYSESLAT supports this conclusion. Of course, the length of time it takes to reach writing proficiency needs to be taken into consideration.

4. a. As would be expected, beginning level ELLs in K and first grade have more difficulty with ELA skills than math. Lack of receptive language and vocabulary hinder classroom functioning. However, in these grades curriculum focuses on developmental skills and ELLs are automatically exposed to these skills. A comprehensive language development program supports this learning. Intermediate and advanced ELLs are better able to be congruent with their classmates. The same holds true for second grade ELLs. ELLs in third through fifth grade on beginning and intermediate levels have the most difficulty being congruent with their classmates. Content areas pose the most problem since these subjects have sophisticated vocabulary and complicated concepts which students may not have even in their native language. Also, if their language functioning is several years behind their grade level, it takes much longer to catch up. This can be seen on social studies and science tests where our upper grade ELL has the poorest performance. His comprehension of the material is limited by vocabulary and the concepts require a foundation he does not have. Scaffolding and modifying assignments and assessments have helped. He performs better on math tests requiring computation. Tests requiring problem solving are more difficult due to the need for vocabulary and math language. Again, scaffolding and modifications have helped.

b. The ELL Periodic Assessments provide teachers with data useful for planning and instructional purposes. When the data is analyzed, differentiated, targeted instruction can be implemented. Since the data pinpoints strengths and weaknesses, this analysis enables the principal to evaluate the instruction and determine if improvements need to be made. Articulation and congruence meetings are held to discuss changes in strategies, approaches, etc.

c. For a period years, analysis of the Periodic Assessments shows ELLs have the most difficulty with reading and the conventions of grammar.

5. Not Applicable

6. The success of our ESL program is carefully monitored. Articulation with classroom teachers and support staff is ongoing. The data from informal observations and evaluations, more formal assessments, and standardized tests such as ECLAS-2 and Periodic Assessments is carefully examined. If it appears an ELL student is not making progress, articulation and congruence meetings are held to restructure the curriculum. This data-driven, targeted instruction delivered in reconfigured ways usually alters student performance. Analysis of the NYSESLAT patterns across modalities is crucial to planning targeted instruction for the coming year. The Periodic Assessments are also used for this purpose. When a student's performance on a variety of assessments including the NYSESLAT reveals little or no progress, and fine-tuning instruction does not help, then special consideration is given to further support from AIS and/or SETTS. Referral to S.B.S.T. and related services is always an option

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.

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 | | 10/28/10 |
| | Assistant Principal | | |
| | Parent Coordinator | | 10/28/10 |
| | ESL Teacher | | 10/28/10 |
| | Parent | | 10/28/10 |
| | Teacher/Subject Area | | 10/28/10 |
| | Teacher/Subject Area | | 10/28/10 |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | 10/28/10 |
| | Network Leader | | |
| | Other | | 10/28/10 |
| | Other | | |
| | Other | | |
| | Other | | |