



P.S. 198

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 198
ADDRESS: 1180 TINTON AVENUE
TELEPHONE: 718-842-5656
FAX: 718-589-7680

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200010198 **SCHOOL NAME:** P.S. 198

SCHOOL ADDRESS: 1180 TINTON AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-842-5656 **FAX:** 718-589-7680

SCHOOL CONTACT PERSON: Judy Hunt-Hutchings **EMAIL ADDRESS** JHuntHu@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michele Lincoln

PRINCIPAL: Judy Hunt-Hutchings

UFT CHAPTER LEADER: Tanya Rogers

PARENTS' ASSOCIATION PRESIDENT: Nelida Diaz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: LUCIUS YOUNG/Nilda Kraft

SUPERINTENDENT: MYRNA RODRIGUEZ

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/ronlyres/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
Judy Hunt-Hutchings	Principal	
Carol Brown-Scott	Admin/CSA	
sandra lopez	UFT Member	
phyllis rochester	Admin/CSA	
judie santiago	UFT Member	
tanya english	UFT Chapter Leader	
meenu jagtiani	Admin/CSA	
patricia mcqueen	UFT Member	

* 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.

□

P. S.198x is located in the Morrisania section of the South Bronx. There are currently 175 students on register. The school is a barrier free school with 4 Special Education classes. The Special Education population encompasses 33% of the student population and ELLs account for an additional 11%.

Due to parental opt-outs and low numbers there are no bilingual classes. Our ELL students are being served by 1 ESL teacher. P. S. 463x and P. S./I. S. 212x now share the 198x campus.

Year to date student attendance is 94.62 and the rate of student mobility is 72%.

The school has developed a specialized Arts enrichment department which included a fine arts teacher and a music teacher (1 strings). These disciplines are used to help us integrate the core content. A highly capable student class has been formulated in grades 4-5 with which to assist these students with maintaining their exceptional academic achievements. In grade 4-5 the use of the school enrichment model of reading. One of the reasons for using this model is to increase students reading stamina.

We have and are developing understanding by design units for science and mathematics to ensure that students are reaching the skills needed to successfully pass the NYS mathematics and science exams. Units are developed utilizing the NYS standards and the NYC scope and sequence. Units are developed in grade 4 and 5. We have also begun to develop a unit for science. Each year we review and revise our literacy curriculum maps as needed.

We utilize data to inform instruction and professional development. Our students are given benchmark assessments in all the core content areas. Interim assessments are done every 6-8 weeks. Student's goals are revised every 6 weeks and this information is shared with our parents.

We hold between 6 to 8 parent workshops each month. These workshops consist of many topics: helping your child achieve success on NYS ELA test, cooking with Cornell University and Domestic Violence just to name a few.

We have one CBO program this year. Vacamas through United Way, targets 150 students that are at risk academically and/or exhibit poor attendance. Vacamas provides attendance out reach, homework help, parent workshops and monthly camping trips for students and their families as an incentive for student improvement. The Vacamas CBO will no longer support 198x for the school year 2010-2011.

Standardized test scores for the 2009 ELA revealed an increase of 15% in students scoring at levels 3 and 4 and 14% decrease of students scoring at Level 1. Our mathematics scores revealed an increase of 19% in students scoring at Level 3 and 4 along with 12% decrease of students scoring at

Level 1. Even with the above results it was found that students making 1 year's progress was at 71% and 69.9% respectively. We expect to see a minimum of 94% of students making 1 year's progress in ELA and mathematics.

The school climate has improved tremendously which can be attributed to mandatory uniforms, increased parental involvement, professional development which includes enrichment teachers to improve our delivery of instruction through thematic units using UBD and LCMs. Our social workers have also begun a school wide character education program.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 198								
District:		12	DBN #:		12X198	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		52	39	0			91.4	93.7	TBD	
Kindergarten		35	40	0						
Grade 1		73	53	0	Student Stability - % of Enrollment:					
Grade 2		63	68	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		65	63	43			87.3	87.10	TBD	
Grade 4		80	58	52						
Grade 5		51	74	57	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			91.4	95.9	96.5	
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			16	20	TBD	
Grade 12		0	0	0						
Ungraded		27	12	23	Recent Immigrants - Total Number:					
Total		446	407	175	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	2	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		95	74	39	Principal Suspensions		8	11	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	3	0	Superintendent Suspensions		14	11	TBD	
Number all others		12	26	9						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		8	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	38	39	23	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	5	9	Number of Teachers	60	48	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	37	38	TBD
				Number of Educational Paraprofessionals	6	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	35	60.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	36.7	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	65	83	TBD
American Indian or Alaska Native	0.7	1.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.2	100	TBD
Black or African American	37.2	38.1	38.3				
Hispanic or Latino	61.7	58.7	60.6				
Asian or Native Hawaiian/Other Pacific Isl.	0	0.5	0				
White	0.4	1	0				
Multi-racial							
Male	51.4	54.3	48.6				
Female	48.6	45.7	51.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

Upon a review of the assessment variables listed above, staff oral and written surveys were collected. A parent survey was also developed and distributed along with student interest surveys. The results from the needs assessments were as follows: P. S. 198x has strength in the collection of student data in all core areas. Student goal setting is a priority and it is felt that we need to have our parents as partner in order for our students to achieve the goals that the staff and students set for themselves. We have also successfully integrated the Arts into our core curriculum. In the past several years the school has been removed from the SURR list and SINI in the area of mathematics. 30% of our students are with special needs and 11% are ELL.

In looking at student trends it has been noted that in the past 2 years there has been an increase in students' academic achievement in grades 3 to 4 and again from grade 4 to 5 in ELA and mathematics. In a careful review of our data it has been recognized that the skills required for students to be successful in grades 4 and 5 had to be identified and taught from books 2 and 3 of the state's ELA and mathematics exams. We have begun to identify these skills and have reversed our instructional curriculum to include these skills.

There are several barriers to our continuous improvement. The first is the large number of students with special needs that have been identified as learning disabled that attend our school. Many of them come into our school 3 to 5 years behind in academic ability. An even more serious problem is inappropriately placed students with special needs. Each year a minimum of 7 students are inappropriately placed in grades 3 through 5 (testing grades) that exhibit serious emotional problems. These students constantly disrupt instruction in their classes and assault the students, staff and safety agents within the school building. Also the newest and most inexperienced teachers are assigned to the students mentioned above who are the neediest.

Our school is not located in a travel friendly or safe area. If teachers take public transportation to work they are required to take a train and a bus to get to the school. It is also difficult for staff members who drive to work. Since we don't have a school lot to park in, finding a parking spot is almost impossible in the area. Cars parked on the street are often vandalized or stolen. Due to these and other barriers mentioned, it is hard to retain good teachers and other staff.

In closing 198x made an average gain of 17% in students receiving Level 3's and 4's on the social studies, ELA, mathematics and science exams. Our charge this year will be to ensure that a minimum of 75% of our students make at least 1 year progress in the areas of ELA and mathematics.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their Science performance by <input type="checkbox"/> 10% as measured by the results of the NYS Science exam.	Other
The school will use data to guide instruction to improve student achievement in ELA. 45% of students will read on/or above grade level by June 2011. Fountas and Pinnell lexiles will be used to determine student grade levels.	The school will use data to guide instruction to improve student achievement in ELA. 45% of students will read on/or above grade level by June 2011. Fountas and Pinnell lexiles will be used to determine student grade levels.
50% of students will score at or above grade level in math measured by McGraw-Hill unit test and customized ITA exams.	50% of students will score at or above grade level in math measured by McGraw-Hill unit test and customized ITA exams.
Increase student attendance to 95%	Other

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) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, All Students subgroup will improve their Science performance by <input type="checkbox"/>10% as measured by the results of the NYS Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/>Coaches will provide additional science lessons in grade 4; Small group instruction; Saturday Academy/Holiday Academy/ After school Science enrichment teacher will provide science instruction to 4th grade students 2 times per week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>FSF, Children First and Fair Student.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The school will use data to guide instruction to improve student achievement in ELA. 45% of students will read on/or above grade level by June 2011. Fountas and Pinnell lexiles will be used to determine student grade levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Identify individual student achievement targets in ELA.</p> <p>Use diagnostic and predictive test data to identify areas of student deficiencies and strengths.</p> <p>Share information with instructional staff and key personnel(staff developers, teachers students and parents).</p> <p>Continue to prepare individual student six week plans of instruction bases on the data analyzed.</p> <p>Constant comparison of data to ensure trends. Reduced class size.</p> <p>Continued implementation of SEM reading program.</p> <p>Continued implementation of Wilson</p> <p>NYU small group tutoring</p> <p>AUSSIE literacy Consultants</p> <p>“F” status Teacher push-in and pull-out program Achieve 3000 program.</p> <p>After-school/Saturday Academy.</p> <p>Differentiated Instructional for Literacy content components.</p>

	<p>Staff development in Literacy components.</p> <p>After-school staff planning.</p> <p>Parent Workshops.</p> <p>AP of Literacy/ Social Studies.</p> <p>Inquiry Teams on and across grades.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>FSF General Hold Harmless, Children First, Fair Student and Title1</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>50% of students will score atb or above grade level in math measured by McGraw-Hill unit test and customized ITA exams.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identify individual student achievement targets in Math. Creation of response to intervention plan that will monitor student achievement. Use diagnostic and predictive test data to identify areas of student deficiencies and strengths. Share information with instructional staff and key personnel, (coaches, students and parents). Continue to prepare individual student six week plans of instruction based on the data analyzed. Constant comparison of data to ensure trends. Reduced class size. Math streamind with DI math instruction. After school and Saturday Academy instruction. Inquiry team on each grade. Mathematics professional development staff. Parent Workshops.After-school PD for staff. Develop math curriculum maps. AP of Mathematics AUSSIE Math consultant.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Children First,Fair Students, FSF General Hold Harmless and Title 1 SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase student attendance to 95%</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Attendance outreach by AIDP funded personnel will increase by 5% from the previous year. Special activities and parental outreach will be increased on traditional days of low attendance. Fun Fridays will be instituted to increase attendance. Identification of students with poor attendance histories. Outreach by school AIDP Family Worker to students with less than 92% ATTENDANCE. Referral to Vacamas G.L.O.W program. Parent recognition for 100% and improved attendance.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>One Time Allocation, Title1 SWP, FSF and Children's First.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	22	13	10	25	26	7	12	2
5	13	13	25	28	4	5	7	1
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> P. S. 198x is phasing out and is only servicing students in grades 4-5 this year.</p> <p>AIS</p> <p>SS- Group C and D ELA 4th and M and lower Math- see chart Get NYS scores for 4th/5th ELA and Math</p> <p>SEM_R (School-Wide Enrichment Model- Reading)- emphasizes the development of students' capability to engage in sustained silent reading of self-selected high interest books. Children read 30-40 minutes daily.</p> <p>Achieve 3000- is a web-based individualized instruction for reading and writing. It is tailored to the students' individual reading levels.</p> <p>Small Grouping daily during the school day- small group instruction is provided 30-40 minutes daily 1 hour daily during the school day.</p> <p>Wilson Reading System Intervention Program- students are provided with multi-sensory and interactive instruction in the area of decoding, encoding, oral reading fluency and comprehension. Small group instruction is provided 1 hour daily during the school day.</p> <p>Kaplan-English Language Arts Advantage- This program provides students with targeted and strategic review of key content on the New York State test that is aligned to state standards. This program serves as a supplement to the core content that is taught in the classroom daily.</p> <p>Kaplan-Essential Skills Foundation- builds and reinforces to core English Language Arts skills</p>

	<p>that teachers teach the students everyday. Students learn systematic methods and construct conceptual understanding in lessons that complement existing classroom instruction.</p> <p>Small group instruction is provided daily during the school day- Word Study block, AIS block, Winter Academy and Mid-Winter Academy</p> <p>ELA curriculum maps for grades 4 through 5.</p> <p>Small group instruction is provided daily during the school day with NYU tutors.</p> <p>Individualized and small group instruction daily and AIS block.</p>
Mathematics:	<p><input type="checkbox"/> F-Status instructors, during administrative preps, after school, Saturday Academy, Holiday Academy</p> <p>Math Connects, Kaplan Advantage, Math Keys, Math Steps, Math in Our World Math Strand by Strand Small group/one –to-one instruction by teachers/para/F-status During Administrative Preps with teachers Small group tutoring by NYU peer tutors After school/Saturday and Holiday Academies</p>
Science:	<p><input type="checkbox"/> Coaches will provide additional science lessons in grade 4 Small group instruction Saturday Academy/Holiday Academy, After school</p>
Social Studies:	<p><input type="checkbox"/> Measuring Up- purposeful skills instruction that develops geographic literacy, improves students' abilities to learn and prepares students for the test. Thinking skills are taught, practiced and applied to help students become critical thinkers and problem solvers.</p> <p>Small grouping daily during the school day, after school and Saturday Academy.</p> <p>Strategies for Success- purposeful skills instruction that develops geographic literacy, improves students' abilities to learn and prepares students for the test. Thinking skills are taught, practiced and applied to help students become critical thinkers and problem solvers.</p> <p>Small grouping daily during the school day, after school and Saturday Academy.</p> <p>Scotts Foresman Document Based Questioning- This Social Studies program that provides</p>

	<p>reading through the content area. The units are aligned with the New York State Social Studies standards. This program provides activities and features that build students' vocabulary skills which makes content easier to learn. DBQ also helps prepare students for their state test by familiarizing students with the process of scaffolding and students learn how to use the documents to correctly answer questions and write clear and concise essays. Small grouping daily during the school day, AIS block and after school.</p> <p>Understanding by Design 6-8 week theme units which are aligned to NYS standards and the NYC Social Studies scope and sequence.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> to provide goal directed individual and small group counseling based on the student needs. To support teachers in providing character education and behavior management for students/families to serve as a resource for needing community based services. All services are to be provided during the school day.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> To provide immediate initial assessments for students in crisis. To provide a more clinical counseling environment for identified students. To support teachers in developing classroom and behavior management skills. Direct services are provided individually and in small groups. All services are to be provided during the school day.</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> To provide immediate initial assessments for students in crisis. To provide a more clinical counseling environment for identified students. To support teachers in developing classroom and behavior management skills. Direct services are provided individually and in small groups. All services are to be provided during the school day.</p>
At-risk Health-related Services:	<p><input type="checkbox"/> To provide initial assessments and periodic follow-ups. To provide services as recommended by students' IEP, 504 plan or SST plan. Services are provided on an individual basis during the school day.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

4-5

Number of Students to be Served:

LEP 14

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

P.S.198 is located in the South Bronx. It is a 4th through 5th grade barrier free school with a multicultural population. There is a Free-standing ESL Program servicing students in grades 4-5. Our students are served on a push-in/pull-out basis. English is the language of instruction for the Free-standing ESL Program.

To ensure that ELL students meet the standards and pass the required 4th grade state assessments our ELLs programs are aligned with the core curriculum offered in our non-ELL instructional program. Through the use of the push-in/pull-out model the 1 certified ESL teacher is able to provide differentiated instruction based on the results of the NYSESLAT. Students who are at the beginner and intermediate levels will receive 360 minutes of instruction per week as per the CR Part 154. Advanced students will receive 180 minutes of ESL and 180 minutes of ELA. Our ESL teacher will use strategies of Balanced Literacy and Math Connect to ensure comprehensive growth in these areas; and instructional materials are aligned with State ESL standards. Schoolwide Enrichment Model/Reading, Literacy coaches, Math coaches, Math Aussie, and the Acuity Performance are supporting our school to ensure student achievement and to scaffold teacher development. All instructional programs are scientifically based.

Title III funds will be used for the following programs:

Grade 4/5 After-school and Saturday Academy English Intervention Programs. Third grade students will be selected to participate in these programs in alignment with the results of the NSESLAT Test, DRA, teacher recommendations, and the Acuity Performance results.

The after-school program will operate on Wednesdays, and Thursdays from 3 P.M. to 5 P.M. During the additional hours of instruction students will be engaged in ESL strategies through the content areas. Supplemental materials will be purchased for the after-school program. This program will run 15 weeks and instruction will be delivered by one certified ESL teacher and a certified CB teacher in a team-teaching programmatic model.

The Saturday Academy will be in session from 9 a.m. to 12 p.m. for a period of 15 sessions. The students will be immersed in ESL/ELA instruction for one hour and in mathematics using ESL content area strategies for the remaining hour and a half. Supplemental materials will also be purchased for the Saturday Academy. Students will engage in differentiated instructional practices, using higher order thinking skills, metacognition skills and developing stamina for reading through multiple activities. Services will be provided by our licensed ESL/Bilingual teacher.

Professional Development Program

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

□

Professional Development for Title III

During our professional development periods we address the following areas:

- Differentiated Instruction
- ESL Strategies
- Metacognition
- Conditions for Learning
- Learning Styles
- Portfolios
- Common Planning

Our teachers have a common planning period once a week for 50 minutes as well as PD opportunities after school. This is provided by our instructional coaches and Supervisors. Our ESL teacher plans and collaborates with classroom teachers providing them insight on how to develop and plan effective lessons to meet her students' needs. Scaffolding structures include ESL strategies to make content comprehensible in a low anxiety environment.

Section III. Title III Budget

—

School: P. S. 198x

BEDS Code: 321200010198

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	\$10,477	<input type="checkbox"/> <input type="checkbox"/> <u>After-School Program</u> One ESL and a CB certified teacher will provide instruction to ELLs for 15 weeks on Wednesdays and Thursdays from 3:00-5:00PM 2 teachers x 15 weeks x 4 hours x \$49.89= \$5,987

		<u>Saturday Academy</u> One ESL and a CB certified teacher will team-teach to provide instruction to ELLs for 15 Saturdays from 9:00AM-12:00PM 2 teachers x 15 weeks x 3 hoursx \$49.89= \$5,987
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,000	<input type="checkbox"/> (Example: 2 Rosetta Stone language development software packages for after school program) NYSESLAT – Instructional Test Prep. Material Spanish-English Dictionaries
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	\$523	<input type="checkbox"/> Refreshments for year-round Parental Activities
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ Based on the ethnic make up of our school most of the parents are Spanish dominant and have a difficult time understanding information or documents sent home if not in their native language. Many forms were incorrectly filled out and the school had to contact the parents to explain the corrections that needed to be made. Appointments were made in order for us to assist them in completing the forms. Parents of the ELL students were also contacted because of their low attendance rate at our meetings/workshops and notified in writing as well as orally, that a translator would be provided at every meeting/workshop to ensure that all information about their child's education and needs would be translated in the language of their understanding. Title III funds will be used to purchase refreshments for parents at all parent school activities which include or are specifically tailored for ELL parents.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

To facilitate the parent's full participation in the lives of their children they must be able to understand the variety of school originated communications. It is our plan to provide written translation of our school's academic program, promotional policies, monthly calendars, Consent Forms and any critical information that must go home to parents. We will also provide a translator/interpreter during all parent-teacher night conferences, day conferences, I. E. P. meetings, afternoon workshops and Saturday workshops in order to enhance the parent's understanding of academic standards, assessments and tests. Oral translation services will also be provided by telephone by an in-house bilingual teacher. Provisions for all written translations will be done per session, as needed, also by an in-house translation and interpretation provider.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and number of times interpretation services were provided by means of telephone will also be logged.

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.

It is our plan to provide written translation of our school's academic program, promotional policies, monthly calendars, Consent Forms and any critical information that must go home to parents. Provisions for all written translations will be done per session, as needed, also by an in-house translation and interpretation provider.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and number of times interpretation services were provided by means of telephone will also be logged.

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.

We will provide a translator/interpreter during all parent-teacher night conferences, day conferences, I. E. P. meetings, afternoon workshops and Saturday workshops in order to enhance the parent's understanding of academic standards, assessments and tests. Oral translation services will also be provided by telephone by an in-house bilingual teacher. Provisions for oral translation will be provided by an in-house translator and interpreter.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and number of times interpretation services were provided by means of telephone will also be logged.

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>.

To facilitate the parent's full participation in the lives of their children they must be able to understand the variety of school originated communications. It is our plan to provide written translation of our school's academic program, promotional policies, monthly calendars, Consent Forms and any critical information that must go home to parents. We will also provide a translator/interpreter during all parent-teacher night conferences, day conferences, I. E. P. meetings, afternoon workshops and Saturday workshops in order to enhance the parent's understanding of academic standards, assessments and tests. Oral translation services will also be provided by telephone by an in-house

bilingual teacher. Provisions for all written translations will be done per session, as needed, also by an in-house translation and interpretation provider.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and number of times interpretation services were provided by means of telephone will also be logged.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$219,360.00	\$2q17.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2193.60		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,968.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,936.00	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

□

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

P. S. 198 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118 - Parental Involvement of the Elementary and Secondary Education Act (ESEAQ). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide fiat opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 - State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

"Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and (the; school activities, including ensuring":

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are fill partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in Section 1118 - Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PS. 198x will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Parent Coordinator will find out the date(s) that the plan is being formulated.
- Parent Coordinator will solicit parents to be involved in the activity
- Parent Coordinator will escort parents to meetings
- Parent Coordinator will assist parents in developing the District plan 'S. 198x will take the following actions to involve parents in the process of school review and improvement under Section 1116 - Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parents will serve as members on The School Leadership Team
 - Parents will serve as members on The School's Quality Review Initiative Team
 - Parent Coordinator will develop and disseminate questionnaires to parents in reference to a review of school practices and needs for improvement.
 - Results will be shared with the School Leadership Team to discuss opportunities for implementation of suggested improvements for the upcoming school year.
 - Parents will serve as members of the school's Human Resource Committee
 - Parents will serve as members of the school's Lead—Teacher Selection Committee

P.S. 198x will coordinate and integrate parental involvement strategies in Title I, Part L with parental involvement strategies :

- Distribute monthly school calendars to inform parents of parental involvement activities sponsored by the school
- Hold weekly "2nd Cup of Coffee" sessions for parents to come in and meet with school social workers and guidance counselor to discuss concerns and/or ask questions P.S. 198x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are 3economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies to:
Identify barriers that limit parent participation
- Develop solutions to barriers
- Implement (where possible) suggested parental activities to increase parental participation.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Maximizing parental involvement and participation in their children's education, by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; a Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Hold a "Meet the Staff" night in September 2009
- Present a Winter Holiday festival performance.
- Present a Spring festival with students demonstrating the "Arts" they have learned during the school year, i.e. dance, instrumental music fine arts;
- Support Parent Workshops grant with refreshments for materials and supplies
- Purchase supplies for the Parents Association Office
- Provide refreshments for staff during Staff Recognition Week
- Invite parents out to an evening with their children featuring a restaurant atmosphere within the school

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title [participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

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

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

□

Public School 198
1180 Tinton Avenue • Bronx, NY 10456 • Phone (718) 842-5656 • Fax (718) 589-7680

Judy Hunt-Hutchings, Principal

Phyllis Rochester, AP

Carol Brown-Scott, AP

Meenu Jagtiani,

Parent Compact

As a parent/guardian, I will:

- Show respect and support for my child, the teachers, and the school.
- Support the school's discipline policy.
- Provide a quiet, well-lit place for study and supervise the completion of homework.
- Attend parent-teacher conferences.
- Talk with my child each day about his or her school activities.
- Monitor my child's TV viewing.
- Assist with at least one school or classroom activity.
- Read with my child for at least 10 minutes each day and let my child see me read.

As a student, I will:

- Always try to do my best work.

- Be kind and helpful to my classmates.
- Show respect for myself, my school, and other people.
- Obey classroom, school, and bus rules.
- Show respect for property by not stealing or vandalizing.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn.
- Wear my school uniform daily.
- Spend at least 30 minutes each day studying or reading at home.
- Talk with my parents each day about my school activities.

As a teacher, I will:

- Show respect for each child and for his or her family.
- Make efficient use of learning time.
- Provide a safe and comfortable environment that's conducive to learning.
- Help each child grow to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Provide necessary assistance to parents so they can help with assignments.
- Enforce school and classroom rules fairly and consistently.
- Supply students and parents with clear evaluations of progress and achievement.
- Use special activities in the classroom to make learning enjoyable.
- Demonstrate professional behavior and a positive attitude.
- When a child is absent, call home.

Now, hand in hand, we will work together to carry out this contract.

Signed:

Parent Signature/date

Student Signature/date

Teacher Signature/date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The Inquiry Team has done a comprehensive needs assessment looking at school data in the areas of ELA, Math, Social Studies and Science. The information has been shared with all teachers throughout the school. Strategies for the students to improve their skills in their areas of weaknesses have been developed and are being implemented by all students. Students in grades 4-5 are receiving small group instruction for the day 2 and 3 of the ELA and Math exam. UBD units have been created in Social Studies for grades 4-5 and we are beginning to develop one for science. Interim assessments have also been developed for all the core areas.

2. Schoolwide reform strategies that:

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

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
- Highly capable student classes have been developed in grades 4 through 5.
- AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
- NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
- Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
- Teachers are working with the lowest 1/3 of students in their class during their circular six period.
- Highly capable students receive enriched instruction during AIS.
- At risk counseling is provided for students with behavioral problems.
- The school is engaged with character education.
- Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
- ESL teachers push-in to assist their students with classroom instructions.

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.

□

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
- Highly capable student classes have been developed in grades 4 through 5.
- AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
- NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
- Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
- Teachers are working with the lowest 1/3 of students in their class during their circular six period.
- Highly capable students receive enriched instruction during AIS.
- At risk counseling is provided for students with behavioral problems.
- The school is engaged with character education.
- Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
- ESL teachers push-in to assist their students with classroom instructions.

o Help provide an enriched and accelerated curriculum.

□

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
- Highly capable student classes have been developed in grades 4 through 5.
- AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
- NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
- Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
- Teachers are working with the lowest 1/3 of students in their class during their circular six period.
- Highly capable students receive enriched instruction during AIS.
- At risk counseling is provided for students with behavioral problems.
- The school is engaged with character education.
- Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
- ESL teachers push-in to assist their students with classroom instructions.

o Meet the educational needs of historically underserved populations.

□

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
 - Highly capable student classes have been developed in grades 4 through 5.
 - AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
 - NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
 - Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
 - Teachers are working with the lowest 1/3 of students in their class during their circular six period.
 - Highly capable students receive enriched instruction during AIS.
 - At risk counseling is provided for students with behavioral problems.
 - The school is engaged with character education.
 - Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
 - ESL teachers push-in to assist their students with classroom instructions.
- 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.

□

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
 - Highly capable student classes have been developed in grades 4 through 5.
 - AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
 - NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
 - Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
 - Teachers are working with the lowest 1/3 of students in their class during their circular six period.
 - Highly capable students receive enriched instruction during AIS.
 - At risk counseling is provided for students with behavioral problems.
 - The school is engaged with character education.
 - Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
 - ESL teachers push-in to assist their students with classroom instructions.
- o Are consistent with and are designed to implement State and local improvement, if any.

□

Monies have been used for class size reductions in grades 4 and 5

- Students attend after school (2 days) and Saturday school programs.
- Highly capable student classes have been developed in grades 4 through 5.
- AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
- NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
- Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
- Teachers are working with the lowest 1/3 of students in their class during their circular six period.
- Highly capable students receive enriched instruction during AIS.
- At risk counseling is provided for students with behavioral problems.
- The school is engaged with character education.
- Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
- ESL teachers push-in to assist their students with classroom instructions.

3. Instruction by highly qualified staff.

□

Continue to hire teachers with degrees in education.

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

□

Professional Development: Literacy

Based on the result of the needs assessment, the following areas will be prioritized for the Professional Development.

- Best practices that enhance our balance literacy program to ensure that the basic reading and writing skills are being taught.
- Aligning all assessments to guide instruction
- Principles of Learning
- A systematic differentiated program incorporating writing through genre study for the support of new and inexperienced staff and a growth plan for experienced teachers
- Curriculum mapping
- Portfolios
- Incorporating writing component into Junior Great Books curriculum during the writing workshop
- Differentiated instruction
- Administering and interpreting the SRI and DRA assessments
- Looking at student's work

Professional Development: Math

- Intensive training on the implementation of Everyday Mathematics curriculum and its supplementary material, such as Math steps.
- Intervention plan that addresses the NCTM Professional Standards and meets the specific needs of individual students
- Utilization of the Princeton Review Interim as a tool to monitor students' progress and further guide teachers to plan high quality and differentiated instruction.
- POEM and instructional strategies
- Methods supporting mathematical reasoning and problem solving
- Incorporating reading and writing in the mathematics curriculum
- Addressing mathematical thinking
- Role of the teacher questioning
- Strategies to make mathematics teaching more learner centered
- Assessments as evidence of learning
- Standards based instruction
- Ability grouping and different learning styles
- Differentiated instruction
- Training on the (New) New York State Mathematics core curriculum MST standard 3

Introduction to the New State Tests for grades 3 and 5

- Looking at student's work

Professional Development: Science

The following areas will be emphasized:

- Intensive training for teachers on the implementation of Hartcourt Brace Science Program.
- Integrated science instruction with other curriculum areas
- Incorporate lab activities and supplementary resources to facilitate students' scientific inquiry and preparation for the state level science test.
- Differentiated instruction

Professional Development: Social Studies

Teacher training will address the following topics:

- Thematic approach
- Understanding by design
- Critical thinking skills

- Document based questions (DBQ) and essay
- Student observation and assessment
- Differentiated instruction

Professional Development:

Teacher training will address the following topics:

- Thematic approach
- Understanding by design
- Critical thinking skills
- Document based questions (DBQ) and essay

Professional Development:

Teacher will receive PD on how to integrate Health Ed and Physical Ed instruction into the content areas

- Student observation and assessment
- Differentiated instruction

Professional Development:

Workshops will be given to NYU tutors, teachers and paraprofessionals. Topics will include:

- Implementation of Voyager Passport Intervention Program
- Administration of VIP (Voyager Passport assessment tool)- vital indicator of program
- Data analysis
- Using data to inform and differentiate instruction
- Student progress monitoring
- Supervisors will attend conference for Curriculum Auditing

Professional Development:

- Parent workshops focusing on curriculum, intervention and enrichment programs and technology
- Parent workshops on standards, promotional policy and other Department of Education regulations
- Parent workshops to inform them of services that they can reach out for their children's academic, social and emotional needs.

Professional Development:

The focus of the professional development will be on informing the pedagogical staff, paraprofessionals and other specialists of the essential services that are available to support students' academic, emotional and social needs. Workshops regarding Schools Attuned approach to assess, implementation of individual and classroom behavior intervention plans.

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

□

N/A all highly qualified.

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

□

To provide monthly Parent workshops through various CBOs, the school's literacy coaches, the Learning Leaders, SES Providers, book fairs, Cool Culture ¼ Parent Child events on weekends to parks, museums, zoo etc. This is implemented from Sept-Aug all year round. This is done through the assistance of the school's Parent Coordinator, Guidance Counselors, Family Worker, Social Workers, Health Aide, Special Ed. Dept., ESL.

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.

□

To provide monthly Parent workshops through various CBOs, the school's literacy coaches, the Learning Leaders, SES Providers, book fairs, Cool Culture ¼ Parent Child events on weekends to parks, museums, zoo etc. This is implemented from Sept-Aug all year round. This is done through the assistance of the school's Parent Coordinator, Guidance Counselors, Family Worker, Social Workers, Health Aide, Special Ed. Dept., ESL.

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.

□

Every student has a Student Instructional Plan (SIP). In this plan long, short, and interim goals are set. This information is shared with the student and his/her parent. These goals are reviewed, revisited and revised every six weeks. The parent and student are advised of student progress and new or revised goals are set. We have also developed highly capable classes in grades 4-5 to ensure that students performing at an advance level academically are not stifled.

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.

□

The coordination and integration of federal, state and local service and programs are supported by the school's Parent Coordinator, Social Workers and Family Workers. They hold weekly meetings to discuss the issue at hand. At times consultants are brought in to provide assistance with violence prevention, nutrition and housing programs. The staff also coordinates and informs parents about adult ed, vocational and technical education and job training programs.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Pgs. 16-18
2. Ensure that planning for students served under this program is incorporated into existing school planning.

Pgs. 16-18
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;

Pgs. 5
b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Pgs. 5
c. Minimize removing children from the regular classroom during regular school hours;

Pgs. 5
4. Coordinate with and support the regular educational program;

Pgs. 5, 16-18
5. Provide instruction by highly qualified teachers;

Every effort is made to have highly qualified teachers. A minimum of 2 interviews are held along with the checking of teacher's educational qualifications. Also professional development and college courses are offered and paid for through the school's budget to help teachers acquire their teaching credentials and pedagogy.

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

Pgs. 5, 6, 23-25, 16-18

7. Provide strategies to increase parental involvement; and

Pgs. 23-25, 38-41, 47

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

Pgs. 16-18, 47

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

There are 7 students in Temporary Housing.

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

Students will receive at-risk counseling and top priority with the attendance Family Worker. They have also been actively recruited for our after school and Saturday Academy programs. These students are also receiving 30 minutes of small group instruction in reading and mathematics. 6 of the 7 students also receive service from our CBO Vacamas. Their parents have also been encouraged to sign them up for an SES program.

Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school: \$10,000

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Small group instruction, afterschool and Saturday Academy support.

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.

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_12X198_111910-102648.docx

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 CFN408	District 12	School Number 198	School Name P.S. 198 x
Principal Ms. Judy Hunt-Hutchings		Assistant Principal Ms. Carol Brown-Scott	
Coach Ms. Sharon Middleton		Coach Dr. Joyce Johnson	
Teacher/Subject Area Ms. Belkis Pena- ESL Teacher		Guidance Counselor Ms. Elaine Rintel	
Teacher/Subject Area Ms. Judith Santiago-ESL Coor.		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Nelida Diaz	
Related Service Provider Ms. Jenifer Diaz-Jenkins		Other	
Network Leader Mr. Lucius Young		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	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	111	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	7.21%
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Part II: ELL Identification Process

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

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

1. Initial Identification of English Language Learners

A uniform identification procedure is used to identify and ensure that all students enrolling at P.S. 198 will receive equitable standard based ESL services. The procedure used to identify LEP/ELL students for language instruction educational programs is based on the following steps:

- a. Identification of LEP students using the HLIS (Home Language Identification Survey) which identifies a student for further evaluation. The HLIS, which includes an informal interview in English and in the native language is done by the ESL Coordinator.
- b. Preliminary Evaluation of Academic History - The student's academic history is reviewed and assessed by the ESL Coordinator to help determine the students who should be referred for placement in a language instruction educational program.

c. Initial Assessment of the LAB-R

The LAB-R is administered within 10 days of enrollment by the ESL Coordinator or the ESL teacher and it determines students' English proficiency level, which will be the deciding factor of whether a child is entitled to receive services as an English Language Learner. (Due to the low number of students enrolled at P.S. 198, we only offer a Freestanding ESL program which provides all instruction through the use of specific instructional methodologies).

- d. Annual Assessment- New York State English as a Second Language Achievement Test administered in the Spring (NYSESLAT) This test will determine a child's continued entitlement based on his or her performance. Students who score at the Beginning, Intermediate or Advanced Level are Limited English Proficient and are entitled to continue services, however, students who score at a Proficient Level are no longer entitled.

2. Parent/Community Involvement

At P.S. 198 a Parent Orientation is scheduled for the first week of October. This meeting will provide very valuable information that will affect our ELLs population. During this orientation, parents are educated on the type of ELLs programs offered their children. The Principal or an Assistant Principal, as well as the ESL teacher and the ESL Coordinator are present at the meeting. Translation is available for those parents who need additional support. A video is viewed that explains the programs offered by the Department of Education. After the presentation parents are informed that due to the low enrollment, our school only has a Freestanding ESL Program. Parents are given the option of transferring their child if the program of their choice is not offered at our school. There is a question and answer session and parents are asked to complete a program selection form indicating their choice of ELL program. Any parents having trouble making a selection will get individual counseling.

We ensure that at all parent activities and meetings there is adequate and appropriate information distributed in the parent's native language. A translator is always available so that parents are able to voice concerns and opinions. Every effort is made to involve parents in the education of their children through the involvement in the School Leadership Team, Parent's Association meetings, After School/Saturday Workshops offered by school staff, DOE recommended organizations and community based organizations.

3. Entitlement Letter Distribution

An entitlement letter is distributed to parents which provides them with the ELL identification process of our school. After parents complete the HLIS for their child and based on the response to the survey questions, the child's records reviewed, the LAB-R administered and the level of English Proficiency is determined, we inform the parents what entitlement services will be given to the student. This letter informs parents that they have the opportunity to ask further questions about the educational program and services available for their child. They are notified of the date of the Parent Orientation session and that a program selection form will be given so they will select their first choice of program, even if the program is not offered at our school. If a parent is not able to attend the meeting the ESL Coordinator will schedule an appointment or discuss the program choices over the telephone.

4. Procedures for Program Placement

Our School uses a uniform ELL identification process in order to provide students with the entitled services. The placement of students in a Free Standing English as a Second Language instructional program depends on the following criteria:

- a. Completion of the Home Language Identification Survey (HLIS)
- b. Administration and scores on the LAB-R
- c. Parent Survey and Program Selection Form

Once this criteria has been met, students are placed in the appropriate program, in our case, Free Standing ESL, and provided with the entitled services. All students are serviced by a certified ESL teacher who also provides support to to the classroom teacher.

The school communicates with non-English speaking parents in their home language in order to support shared parent -school accountability, parent access to information about their child's educational options, and parents' capacity to improve their children's achievement.

5. P.S. 198 is located in the South Bronx. It is a 4th through 5th grade barrier free school which serves an ethnically diverse population. We have a population of 111 students; 90 are regular education students and 20 are Special Education students. Of the total population, approximately 7.21% are ELLs. The cluster of ELLs is predominant of Hispanic background.

After reviewing the parent survey letters, the trend seems to be that the parents of our ELLs tend to select the Freestanding ESL model.

6. We have tried to make every effort to honor the program choice of our parents, however, parents who choose a program that is not available at P.S. 198 have been told they may transfer their child to another school in the district that has the program . Parents are also notified that according to the Part 154 of the Regulations of the Commissioner of Education for New York State, and based on their child's entitlement, at a minimum, their child must participate in a Freestanding English as a Second Language program. The program of their choice is for the entire school year.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	0	0	0	3	5								8
Total	0	0	0	0	3	5	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8						

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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					3	4								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	0	0	0	0	3	5	0	8						

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.

At P.S. 198, ESL instruction is delivered in one model: Push-In - Pull-Out homogeneous ESL model. The ESL teacher will submit her schedule to the ESL Coordinator to ensure that each student is given the mandated amount of ESL and ELA time. Push-In services are provided for the Advanced students and Pull-Out services are provided for the Intermediate students. English is the language of instruction for our Freestanding ESL program. To ensure that the ELL students meet the standards and pass the required 4th grade state assessments, our ELLs program is aligned with the core curriculum offered in our non-ELL instructional program. Through the use of the Push-In/Pull-Out model, our one (1) certified ESL teacher is able to provide differentiated instruction based on the results of the NYSESLAT. Students who are at the intermediate level will receive 360 minutes of ESL instruction per week as per the CR Part 154. Advanced students will receive 180 minutes of ESL instruction and 180 minutes of ELA per week. Math, Science and Social Studies are all taught in English through ESL strategies. All instructional materials are aligned with the State ESL standards. Advanced language learners are given comprehensible and challenging content. Schoolwide Enrichment Model/Reading, Literacy coaches, Math coaches, Math Aussie and the Acuity Performance are supporting our school to ensure student achievement and to scaffold teacher development. All instructional programs are scientifically

based.

We do not currently have any SIFES in our school, but when we did, some of the services that they received were at-risk services, monthly testing and additional ESL pull-out time. At-risk services and additional ESL time was given in order to provide more academic support on a one to one basis. Our ELLs who are newcomers to the country receive special attention and support during the beginning stages. They are invited to participate in all after school programs, Saturday and Holiday Academy. Our teaching staff tries to provide a nurturing and safe environment for all our students. One strategy used is to create a buddy system with another student that speaks the newcomer's native language as our teachers are extremely sensitive to the hardships ELLs endure during the beginning stages of language acquisition. For ELLs receiving 4-6 years of services we try to provide them with the same academic rigor as our general education students, but with added support from a certified ESL teacher. In addition, they are offered ESL after-school programs and Saturday classes targeted to support those struggling with English Proficiency. Language acquisition is supported through phonics programs, vocabulary development, and opportunities to practice verbal and written English. Our school provides long term ELLs with an academically rich curriculum which encourages children to learn English through a natural process.

We do not currently have ELLs with Special needs, however, when we did, they were serviced through our push-in program so they can receive ESL support in their own classroom. This allowed students to receive additional support in the subjects and contents they were learning in their classrooms. Our school is equipped to provide many services to the child with special needs.

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

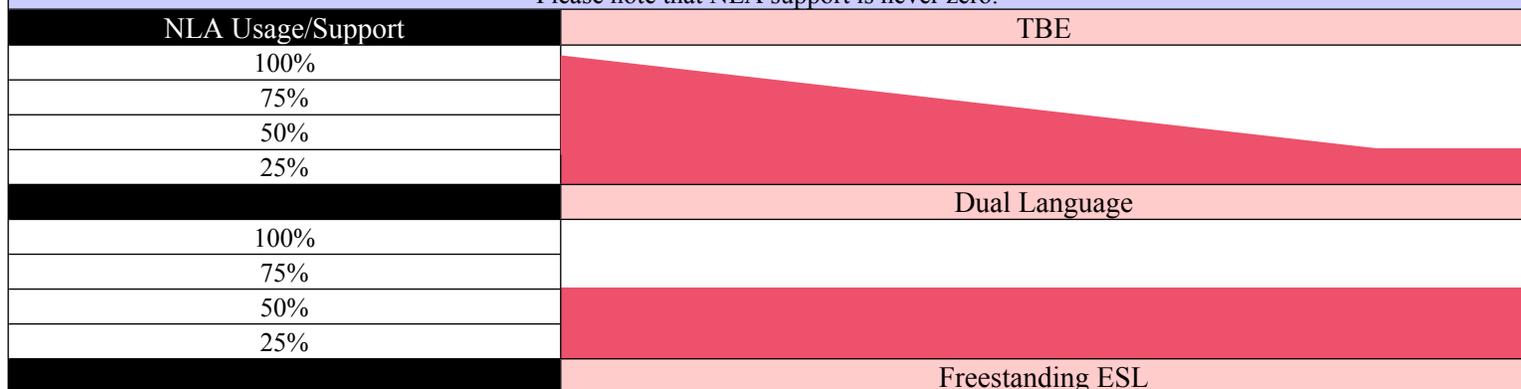
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

P.S. 198 offers 3 intervention programs for our English Language Learners: Afterschool, Saturday Academy English Intervention and Holiday Academy. All three programs offer intervention programs that concentrate on the content areas. The Afterschool program will operate on Wednesdays and Thursdays from 3:05 p.m. to 5:05 p.m. During the additional hours of instruction students will be engaged in ESL strategies through the content areas. Supplemental materials will be purchased for the afterschool program. This program will run 15 weeks and instruction will be delivered in English by one certified ESL teacher and a certified Common Branch teacher in a team-teaching programmatic model.

The Saturday Academy will be in session from 9 a.m. to 12 p.m. for a period of 15 sessions. The students will be immersed in ESL/ELA instruction for one hour and in Mathematics using ESL content area strategies for the remaining hour and a half. Supplemental materials will be purchased for the Saturday Academy. Students will engage in differentiated instructional practices, using higher order thinking skills, metacognition skills and developing stamina for reading through multiple activities. Services will be provided by our licensed ESL teacher.

Instructional decisions for all ELLs are based on flexible grouping, N.Y.S. Standards, assessments, progress monitoring, benchmarks, and data analysis for each student. LEP students are able to be given more attention and support in developing English Language Proficiency.

Once a student reaches a level of proficiency on the NYSESLAT his/her support does not decrease. Students who may still be struggling

can receive individual attention provided by our ESL teacher for a duration of 2 years. All afterschool programs and Saturday programs are available to these students struggling with mastering the academic language. These students will still be given extended time during all testing.

All classrooms are equipped with computers as well as Laptops which our ELLs are encouraged to use at all times. Every ELL will receive a NYSESLAT practice book (NYSESLAT and Beyond) as well as a Bilingual Dictionary to assist in their language acquisition and vocabulary development.

All except 2 of our ELLs are at an advanced level, all ELLs are proficient in the English language therefore we do not deliver native language support.

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)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our teachers have a common planning period once a week for 50 minutes as well as professional development opportunities after school. This is provided by our instructional coaches and Supervisors. During our professional development periods we address the following areas:

Differentiated instruction

ESL strategies

Metacognition skills

Conditions of learning

Learning styles

Portfolios

Common planning

Our ESL teacher plans and collaborates with classroom teachers providing them with insight on how to develop and plan effective lessons to meet their ELL students needs. Scaffolding structures include ESL strategies to make content comprehensible in a low anxiety environment. ESL teacher and ESL Coordinator also attend training and conferences to assist in better ESL practices. (BETAC, Protraxx, Qtel)

E. Parental Involvement

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

Based on the ethnic make up of our school 50% of our population Hispanic. Most of the parents are Spanish dominant and have difficulty understanding information and documents sent home if not in their native language. In the past many forms were incorrectly filled out and the school has had to contact the parents to explain the corrections that needed to be made. Appointments were made with the ESL Coordinator in order to assist parents in completing lunch forms, etc. Parents of ELL students were also contacted because of their low

attendance rate at our meetings/workshops. They were notified in writing as well as orally, that a translator would be provided at every meeting/workshop to ensure that all information about their child's education and needs would be translated in their native language.

To facilitate the parent's full participation in the lives of their children they must be able to understand the variety of school originated communications. It is our plan to provide written translation of our school's academic program, promotional policies, monthly calendars, Consent Forms, and any critical information that must go home to parents. We will also provide a translator/interpreter during all parent-teacher night and day conferences, I.E.P. meetings, afternoon workshops and Saturday workshops in order to enhance the parent's understanding of academic standards, assessments and tests. Oral translation services will also be provided by telephone by an in-house bilingual teacher. All parents will be notified of the availability of our in-house translation and interpretation provider.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and the number of times interpretation services were provided by means of telephone will also be logged.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	0	1	1	1	3
5	1	4	0	0	5

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		1		2		0		3
5	0		4		1		0		5
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		2		3		0		5
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		0		0		0		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				

New York State Regents Exam

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

Native Language Tests

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

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

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

In looking at the ELLs student trend it has been noted that in the past two years there has been an increase in students' academic achievement in grades 4 and 5 in ELA and in Math. All findings are analyzed and publized. Small group instruction was put in place to address the targeted ELL students that are still showing signs of a struggle. We expect all ELLs to increase their English language acquisition skills enabling them to move from an advanced level to a proficient level.

All information is shared with instructional staff and key personnel (staff developers, teachers, students and parents). Differentiated instruction is prepared to meet the needs of our ELLs and non-ELLs.

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.

N/A

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10

	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 198					
District:	12	DBN:	12X198	School		321200010198

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	
	K		4	v	8		12	
	1		5	v	9	Ungraded	v	
	2		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	39	0	0		91.4	93.7	94.6
Kindergarten	40	0	0				
Grade 1	53	0	0	Student Stability - % of Enrollment:			
Grade 2	68	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	63	43	0		87.3	87.1	92.5
Grade 4	58	52	47	Poverty Rate - % of Enrollment:			
Grade 5	74	57	48	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		91.4	96.5	99.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		16	20	8
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	2	0
Ungraded	12	23	15				
Total	407	175	110				

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	74	39	22	Principal Suspensions	8	11	5
# in Collaborative Team Teaching (CTT) Classes	3	0	0	Superintendent Suspensions	14	11	4
Number all others	26	9	11				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	39	23	TBD	Number of Teachers	60	48	24
# ELLs with IEPs	5	9	TBD	Number of Administrators and Other Professionals	37	38	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	4	14

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	35.0	60.4	83.3
				% more than 5 years teaching anywhere	36.7	50.0	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	83.0	87.5
American Indian or Alaska Native	1.2	0.0	0.0	% core classes taught by "highly qualified" teachers	79.2	100.0	87.5
Black or African American	38.1	38.3	45.5				
Hispanic or Latino	58.7	60.6	53.6				
Asian or Native Hawaiian/Other Pacific	0.5	0.0	0.0				
White	1.0	0.0	0.0				
Male	54.3	48.6	49.1				
Female	45.7	51.4	50.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-				
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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