



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 198

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K198

PRINCIPAL: JOY-ANN MORGAN **EMAIL:** JMORGAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: JOY-ANN MORGAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Joy-Ann Morgan	*Principal or Designee	
Carmela McCann	*UFT Chapter Leader or Designee	
Tameka Harrison	*PA/PTA President or Designated Co-President	
Joni Ash-Joseph	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Wendy Dechowitz	Member/Teacher	
Egbert Downes	Member/Parent	
Bernadette Mathis	Member/Parent	
Jennifer LaRuffa	Member/Teacher	
Shantel Browne	Member/A.P.	
Trudy Murray	Member/Parent	
Andrea Gomes	Member/Parent	
Nzinga Bartholomew	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 100% of teachers in grades Pre K – 5 will develop curriculum maps aligned with Common Core State Standards which result in Performance tasks as evidenced by students' completion of tasks.

Comprehensive needs assessment

To strengthen curriculum in English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the New York State CCLS

- 2011 NYS ELA scores
- Teacher assessments (Conference notes, students reading responses)
- NYC Progress Report
- Interim Assessment
- 2011 NYS Report Card
- Fountas & Pinnell Benchmark Leveling System

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities
 - One to one conferring
 - Guided reading
 - CCLS aligned Curriculum maps
 - Teacher Teams utilize Common planning to develop unit of study that will support student success in the ELA Performance Task
 - Collaborative analysis of students work using a CCLS aligned rubric, and Webb's Depth of Knowledge to ensure rigor in instruction
 - Infuse Universal Design for Learning methods, materials, and resources into unit/lessons plans to ensure multiple entry points for ELL and SWD
 - Saturday Academy for Grades 3 – 5
 - Fall ELA Intervention for Grade 4
 - SES Edison Learning for Grades 2 – 5 and READ for Grade 1
 - Provide timely, specific, evidence-based teacher feedback and support, which will assist in increasing rigor and effectiveness of instruction
 - b) staff and other resources used to implement these strategies/activities
 - Classroom teachers
 - Cluster teachers
 - AIS teacher
 - Purchase additional informational texts to increase classroom libraries
 - Professional text for teachers: Nonfiction Matters
 - Consultants to work with teachers (AUSSIE & Literacy Support)

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - o Teacher made assessments
 - o Teacher team analysis of student data to plan next steps

timeline for implementation: September 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - o Parent CCLS Workshop
 - o Raising the Bar/Great Expectations Parent Workshop
 - o Families as Learning Partners (FALP) Monthly parents have the opportunity to spend the first hour of the day in their children’s classroom
 - o Teacher Led Parent workshops
 - o Family ELA Night
 - o Literature Arts and Families (LAP) family literacy workshop (Making Books Sing)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - o All our teachers are Highly Qualified, To keep them HQT we use the 5% set aside to hire consultants to work with our teachers to create rigorous curriculum connected to the NYSCCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what’s working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - o SES Providers—Edison Learning and READ

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - o FSF – per session (Afterschool, Saturday Academy, Literacy Support Systems Coach)
 - o TL Summer School Shared – Fall Intervention
 - o Title 1 – per session (Parent workshop and teacher led workshops), AUSSIE Literacy Coach

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 100% of teachers in grades Pre K – 5 will develop curriculum maps aligned with Common Core State Standards which result in Performance tasks as evidenced by students' completion of tasks.

Comprehensive needs assessment

- 2011 NY Math scores
- Teacher assessments
- One to One Conference notes
- NYC Progress Report
- Interim Assessment
- 2011 NYS Report Card

Evidence indicates there is a need to strengthen curriculum in Mathematics in order to prepare all students for the rigorous performance expectations as specified in the New York State CCLS

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - Align Every Day Math to NYS CCLS
 - Incorporate more performance tasks into class work, homework and formative assessments
 - One to one conferring
 - Strategy group lessons for students who need additional instruction to master a concept
 - Utilize the Universal Design for Learning to create multiple access points of entry into the curriculum for SWD and LEP students.
 - Unit tests will be administered and analyzed to plan next steps
 - End of unit task to determine mastery
 - b) staff and other resources used to implement these strategies/activities
 - AUSSIE Math Coach will work with teachers to align Every Day Math Curriculum with NYS CCLS
 - Teachers will work with colleagues on each grade to create curriculum maps
 - Teachers will create tasks and assessments to determine students level of mastery
 - Teachers will work with their colleagues to analyze assessments and tasks using CCLS aligned rubrics and DOK to ensure rigor
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers work with grade colleagues to plan their units and assessments
 - Teachers communicate their needs AUSSIE Math Coach to plan PD help them create assessments and analyze results
 - Provide timely, specific, evidence-based teacher feedback and support, which will assist in increasing rigor and effectiveness of instruction

- d) timeline for implementation.
 - o **September 2011 - June 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - o Parent CCLS Workshop
 - o Raising the Bar/Great Expectations Parent Workshop
 - o Families as Learning Partners (FALP) Monthly parents have the opportunity to spend the first hour of the day in their children's classroom
 - o Teacher Led Parent workshops
 - o Family Math Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - o All our teachers are Highly Qualified, To keep them HQT we use the 5% set aside to hire consultants to work with our teachers to create rigorous curriculum connected to the NYSCCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - o SES Providers Edison Learning(Grades 2 – 5) and READ (Selected grade 1)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - o FSF – per session (Afterschool, Saturday Academy, AUSSIE Math Coach
 - o Title 1 – per session (Parent workshop and teacher led workshops), AUSSIE Math Coach

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012 there will be a 5% increase in the number of SWD and ELLs making adequate yearly progress in ELA as measured by NYS ELA, Fountas & Pinnell Benchmark Leveling System results.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - 2011 ELA
 - Fountas & Pinnell Benchmark Leveling System
 - Conference notes
 - ITA

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
- Inquiry Team will work with teachers and students with IEPs and ELLs to increase the number of students making adequate yearly progress
 - Fall ELA Intervention for Grade 4 students
 - Winter Saturday Academy featuring small group instruction with students grouped by level/ability
 - One to one conferring
 - Leveled Literacy Intervention
 - Earobics Literacy intervention
 - Mondo small group intervention
- b) staff and other resources used to implement these strategies/activities,
 - Inquiry Team teachers will conduct case studies
 - Inquiry Team teachers will make intervention recommendations to classroom teachers
 - AIS will be provided to students through push and pullout model
 - Raz Kids online ELA site to allow students to work at their independent levels with teacher monitoring
 - Inquiry Team teachers will provide small group instruction based on students' individual long and short term goals
 - Use of Universal Design for Learning methods, materials, resources and strategies infused in lesson planning and as a springboard for in depth differentiation of instruction
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers on the Inquiry Team made recommendations for changes to the program based on 2010 – 2011 results
 - Teachers decided to continue using Mondo for small group intervention

- Provide timely, specific, evidence-based teacher feedback and support, which will assist in increasing rigor and effectiveness of instruction

d) Timeline for implementation.

- September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Meeting/Workshop for SWD and ELLs
 - Families as Learning Partners Activities
 - Literature Arts and Families (LAP) family literacy workshop (Making Books Sing)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All our teachers are Highly Qualified. To keep them HQT we use the 5% set aside to hire consultants to work with our teachers to create rigorous curriculum connected to the NYSCCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what’s working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

AIS providers will use the following:

- Raz Kids online
- Earobics

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ARRA RTTT – Inquiry Team
 - TL Summer School Shared -- Inquiry Team
 - FSF Saturday Academy, Fall ELA Intervention
 - NYSTL Software

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012 there will be a 25% decrease in the number student incidents as indicated in the OORS report

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - June 2011 OORS report
 - 2011 NYC School Survey

Evidence shows that there is a need to increase students' ability to peacefully resolve conflicts

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Implement the 4Rs (Reading, Writing, Respect and Resolution)
 - PBIS incentive program
 - SAPIS counselor
 - Peer Mediation
 - At risk counseling (Guidance and SBST Social Worker)
 - Teachers volunteered to supervise Cafeteria at lunch time
 - Change dismissal procedure to reduce number of people in the Auditorium and bring order and safety to the dismissal process
 - More incentives for students to make peaceful choices to resolve conflicts
 - Morning Meeting to begin the day in each classroom and set the expectation for the day
 - Students of the month awards for Service and Academics
 - b) staff and other resources used to implement these strategies/activities,
 - All teachers
 - 4Rs kit in each classroom with units of study
 - 4Rs PD
 - Class Stars chart in the Cafeteria
 - Rockets given by all staff members to deserving students as part of the PBIS reward system
 -
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Teachers work in groups to coordinate monthly rewards for students
 - Teachers work in grade level teams to plan and modify units of study for the 4Rs curriculum
 - Good news phone calls made to deserving students' home
 -

- d) timeline for implementation.
 - o September 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - o Raising the Bar/Great Expectations Parent Workshop
 - o Families as Learning Partners (FALP) Focusing on the 4Rs curriculum
 - o Teacher Led Parent workshops
 - o Family Math Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - o All our teachers are Highly Qualified. To keep them HQT we use the 5% set aside to hire consultants to work with our teachers to create rigorous curriculum connected to the NYSCCLS.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - o SAPIS counselor
 - o Guidance and SBST Social Worker)
 - o PBIS incentive program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - o TL Summer School Shared – incentives and rewards for students
 - o Title 1 – PD & planning, Book of the Month, Parent involvement

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All our teachers are Highly Qualified, To keep them HQT we use the 5% set aside to hire consultants to work with our teachers to create rigorous curriculum connected to the NYSCCLS.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	15	15	N/A	N/A	3	0	0	0
1	15	15	N/A	N/A	0	0	1	0
2	15	15	N/A	N/A	1	0	0	0
3	15	15	N/A	N/A	5	0	1	0
4	50	40	15	20	3	0	0	0
5	40	40	15	20	7	0	3	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Fountas and Pinnell Leveled Literacy Intervention Program, Mondo Reading Comprehension Program, Guided Reading, small group push-in program. The services take place during the school day, after school Thursdays and Fridays, and Saturday.
Mathematics	New York Ready Math Program, Guided math groups, small group push-in and pull-out program. The services take place during the school day, after school Thursdays and Fridays, and Saturday.
Science	Components of the Science Core Curriculum Intervention Program, Guided Reading in the content area, small group, during the school day.
Social Studies	Components of the Social Studies Core Curriculum Intervention Program, Guided Reading in the content area, small group, during the school day.
At-risk Services provided by the Guidance Counselor	Small group and one-to-one services, during the school day.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small group and one-to-one services, during the school day.
At-risk Health-related Services	NA

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K198 **School Name:** PS 198

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

In the meantime, if you have any questions, please feel to contact Ms. Wright, our parent Coordinator.

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In 2008 PS 198 was identified as a school in need of improvement for students with disabilities in ELA. We feel that this occurred because there was a lack of differentiation of instruction to meet the needs of all learners. In addition, while there was quite a bit of assessment data, not enough was done to use this information to plan next steps for students' growth.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - o Our teachers use students' data to plan short and long term goals for students' growth
 - o Students are assessed to determine their just right reading levels using the Fountas and Pinnell Benchmark Leveling system
 - o Classrooms have leveled library books
 - o One to one conferring to provide targeted instruction to help students work on their areas for growth
 - o Guided reading
 - o Students with disabilities are grouped according to ability level for Extended Day instruction and they work with Inquiry Team teachers
 - o Teachers are provided with ongoing professional development to increase their ability to use best practice to increase students' achievement
 - o Fall 2011 ELA Intervention Academy for Grade 4 students
 - o Purchased Fountas and Pinnell Leveled Literacy Kits
 - o Purchased information text to help students meet the CCLS
 - o Winter 2012 Saturday Test Prep Academy for Grades 3 – 5 students

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - o AUSSIE Literacy consultant to provide professional development for teachers in implementing the CCLS
 - o Assistant Principal to provide additional CCLS PD and support the consultants work with teachers

- Additional funds have been used to purchase additional class library books and additional consultants to deepen our work with the CCLS
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- Teachers work with their colleagues on the grade to analyze students' data and plan intervention
 - Each grade has a CCLS teacher leader who works with the Assistant principal to turn key PD
 - Inter-visitation to other more highly developed professional learning communities
 - Study groups for teachers
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Fall parent meeting was held in September where parents received information about the schools SINI status
 - Letter was sent home to parent detailing the school's identification and what we are doing to make improvements

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Julia Bove	District 22	Borough Brooklyn	School Number 198
School Name PS 198			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Joy-Ann Morgan	Assistant Principal Ms. Shantel Brown
Coach type here	Coach type here
ESL Teacher Ms. Bozhena Levine	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Wendy Dechowitz - data special
Network Leader type here	Other type here

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	542	Total Number of ELLs	22	ELLs as share of total student population (%)	4.06%
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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. 

PS 198 LAP team includes the Principal, the Assistant Principal, ESL Teacher, and Testing Coordinator. P.S. 198 has one certified ESL teacher on staff. Currently, we have 542 students enrolled at P.S. 198. Five hundred twenty students are identified as English speaking based on the HLIS. There are 22 ESL students of which 1 is Arabic speaking and 21 Haitian Creole speaking students which constitutes 4.06% of the total student population. We also have four Former ELL students who are currently in the grades 2, 3 and 5.

When a parent comes in to register their child(ren), they complete several forms. The accounting secretary completes the intake process and if she identifies a language other than English, a member of the LAP team is called to administer the HLIS document. Potential English Language Learners are identified based on the analysis of the Home Language Identification Survey and the informal oral interview in English and their Native Language. If a student qualifies to be administered the formal initial assessment, the ESL teacher or testing coordinator will test these children using the LAB-R and Spanish LAB assessment. A student who scores at or below the cut-off score on the LAB-R test is entitled to a mandated Bilingual, Dual Language, or ESL services. Continued entitlement to Bilingual, Dual Language or ESL program is contingent upon the ELL's performance on the previous Spring NYSESLAT exam. At the end of the school year, the ESL students are administered the NYSESLAT to determine their English Language Proficiency. Three dates are determined for testing Listening, Reading and Writing modalities. Speaking is done individually by the ESL teacher. Those students who are ESL and Special Education are tested using the mandated modifications noted on their IEPs. In September, parents of ESL students are notified about the NYSESLAT results by a Continued Entitlement or a Non-Entitlement letter sent home in their Native Languages, along with a phone call, reminding them of an option to switch their child(ren)'s program or an ability to transfer their child(ren) to another school that provides the program of their choice, if they so desire, and explaining the benefits and the disadvantages of such a choice.

All parents of newly identified LEP students are invited to attend a Parent Orientation within two weeks of the child's admission to the school. The Entitlement Letter is sent home for every newly identified entitled student along with the LAB-R score, an invitation to attend a Parent Orientation, and a Parent Survey and Program Selection form in the student's Native Language, which is followed with a phone call home by a staff member fluent in the student's Native Language to ensure parents' full understanding and cooperation.

After viewing a video and reading informational literature in their native languages, parents are invited to complete a Parent Survey in which they are asked to select a Transitional Bilingual, Dual Language or ESL program for their child to participate in. Extra Parent Surveys in the necessary languages are always available for those parents who did not bring back the completed one. Assistance in filling out the form is provided by the ESL Teacher with an aid of a translator, if necessary. Over the last several years, the parents of the ELL students at P.S. 198 have overwhelmingly chosen to have their children participate in the ESL program. This year, 12 parents chose ESL program for their children to participate in, 3 parents chose Transitional Bilingual Education, and 7 parents neither returned the Survey, nor responded to the numerous letters and phone calls, thus placing the child into the Transitional Bilingual Education by default.

Those parents who chose Transitional Bilingual Education program for their children were given an option of transferring their child(ren) to another school that provides such a program, as we currently do not have enough students in two consecutive grades to open a Transitional Bilingual or a Dual Language Program. The transfer option was declined by each parent, preferring their children to remain in this school and participate in a Free-Standing ESL program that is currently available instead. We, therefore, do not currently offer a Bilingual or Dual Language Program, however, as soon as we have the required number of students in two consecutive grades who indicate Bilingual or Dual Language program as their preference on the Parent Selection Form – we will form a Bilingual class and hire an appropriately licensed pedagogue to teach that class. Parent orientation is ongoing throughout the year when we find there is a need to conduct one.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	21
SIFE	1	ELLs receiving service 4-6 years	1
		Special Education	1
		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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	1	0	1	0	1	0	0	0	22
Total	21	1	0	1	0	1	0	0	0	22

Number of ELLs in a TBE program who are in alternate placement: 0

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
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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian	1	1	4	2	4	9								21
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	1	4	3	4	9	0	22						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At the beginning of the school year, P.S.198 will plan for the formation of ESL, Dual Language and/or Transitional Bilingual classes based on enrollment patterns, numbers, grades, language needs and Parent Surveys. The types of programs we currently offer as intervention services for all ESL students are Push-In/Pull-Out ESL program, CTT classes, Edison After School Program and SES weekend tutorial, extended day, Saturday Academy, 4th grade ELA Intervention services, and Inquiry Team for ELL and Special Education as our Targeted Population students.

Instruction is provided by a fully certified ESL teacher in a Free Standing ESL push-in/pull-out program. The program model is ungraded and heterogeneous.

Students who are identified as Beginner or Intermediate level receive 360 minutes of ESL instruction per week as required under the CR Part 154. The ESL teacher pushes into the classrooms with ESL students and works with the classroom teacher to provide daily small group and differentiated instruction focusing on decoding strategies, letter-sound relationship, re-reading strategies, guided reading groups, editing, graphic organizers, writing mechanics, and skill oriented lessons for two 45 minute periods. Students also use Earobics program and Starfall.com website to acquire and practice their learned skills. The ESL teacher provides these students with instruction in ELA along with ESL instruction. Some ELA support is provided by the students' classroom teachers. In addition, our neediest ESL students are pulled out by the ESL Teacher for one 45 minute period once a week for additional ESL support.

Advanced level students receive 180 minutes of ESL instruction per week as required under the CR Part 154. The ESL teacher pushes into the classrooms with ESL students and works with the classroom teacher to provide daily small group and differentiated instruction focusing on re-reading strategies, guided reading groups, editing, graphic organizers, writing mechanics, and skill oriented lessons for one 45 minute period. The ELA support for Advanced level students is provided by the students' classroom teachers.

All four modalities are taught including listening with understanding, speaking, reading and writing. The students are actively engaged in a Standard based curriculum which is provided with high quality and rigorous instruction. The ESL teacher maintains portfolios of student progress in the program. These portfolios include pre-tests, diagnostic test results, attendance records, activities, post test scores and records of conferences, articulation and communication with administrators, classroom teachers and parents. The ESL teacher articulates with the students' mainstream teachers to evaluate students' work and data to ascertain the language and cognitive demands of tasks aligned to standards.

A. Programming and Scheduling Information

P.S. 198 will continue to provide flexible grouping for students based on assessments. The ESL students will continue to participate in small group, task-oriented activities that guide the production of language both in verbal and written form. Students will continue to develop learning through measurable product development, demonstrations and exhibits. The ESL teacher will continue to collaborate with the mainstream teachers, and will continue to focus on differentiated learning styles to diversify the delivery of instruction. P.S. 198 will continue to provide instructional materials that are aligned with the school's implementation of the Common Core State Standards and Core Curriculum and reflect the language of instruction.

In the 2011-2012 school year P.S.198 will continue to provide an instructional program that is aligned with mandated ESL, ELA, and NYC and NYS content learning standards in Mathematics, Social Studies, Science, Technology as well as the Common Core State Standards. The content areas instruction is provided in English. Every ESL student is provided with a Bilingual glossary in their Native Language in all content areas.

Our goal is to improve mathematical skills and achievement for all students including English Language Learners. ELLs will participate in State Mathematics assessments. To support the ELL students, the classroom teacher will utilize the "Math Workshop Model," this will enable ELL students to formulate conjectures about mathematics, thus reinforcing his/her conceptual knowledge. Manipulatives will be used to enhance the ELLs hands-on experience with mathematical content. Mathematical literature will be utilized to integrate the English language into the curriculum. Data from classroom assessments, class work, homework and interim assessments will assist with grouping and interventions strategies for the ELL students.

Our goal is to improve the science skills and achievement of all students including English Language Learners. Science education is provided by 1 science cluster teacher (3-5). The FOSS program is used to provide hands-on experiences and content instruction. FOSS lessons in the physical and life sciences also provide ELL students with hands-on experiences within the science curricula. FOSS lessons are conducted by the cluster teacher using the science core curriculum Harcourt Brace. The Science content is also integrated into the literacy block. Science trips to the environmental center, museums and parks also serve as an enrichment activity for the ELLs. Our goal for Social Studies is to improve skills and achievement for all students including the English Language Learners. Students will have additional exposure to informational text to meet Common Core State Standards. ELL students have access to the internet and an Open Access Library to further their research in the Social Studies content area.

Native Language support is used when needed and possible to support and evaluate our ELLs. This support is provided by pairing students up with a buddy who speaks the same language, as well as utilizing staff members who speak students' Native Languages to conduct informal assessments, oral conversations, and translations to ensure full cooperation and understanding. We also provide our ELLs with an option to take the Content Area State Exams in their Native Languages by sending a translated letter home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation.

Planning for SIFE students include an assessment of their skills in their native language and in English. Any information supplied by the last school the student may have attended is reviewed. The parent survey is also utilized to facilitate background information to better service the student. Materials chosen are based on information acquired and the academic needs of the student. These students are given academic intervention (one-on-one, tutoring and Native Language intervention) accordingly, summer school, Saturday Academy, extended day, Edison After School Program and SES weekend tutorial, 4th grade ELA Intervention services, and Inquiry Team for ELL and Special Education as our Targeted Population students. The supports mentioned above afford students with opportunities to develop their language and content skills through extra support and small group focused around their needs. In addition, native language support is provided to the students falling under this category with books, dictionaries and bilingual glossaries in their native language. Some of these students come with social and emotional needs that may require counseling which is addressed by our counseling staff.

Newcomers are first assessed in their native language and in English through informal assessments at registration and in their classrooms. The data is reviewed and students are grouped according to their proficiency level based on their LAB-R or NYSESLAT data. Materials and instruction in the four modalities are provided to meet the needs of the student. These students are given ELA academic intervention services, since the NCLB now require ELA testing for ELLs after one year. Within the classroom there is small group instruction and partner work, where students are paired according to language ability. Classroom libraries are filled with books on various levels to meet the needs of the students. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, computers, listening center) are used in the classrooms to enhance learning.

A. Programming and Scheduling Information

Students who have been receiving services for 4 to 6 years continue receiving ESL services as well as participate in extended day and Inquiry Team, ELA Intervention services, Saturday Academy, Edison After School Program and SES weekend tutorial, goal setting and constant assessment.

We currently do not have any students who are long term ELLs. However, our plan for these students is as follows: These students would be assessed in order to determine what skills need to be developed for language acquisition. These students will participate in our ELA intervention program, extended day, Inquiry Team, Saturday Academy, Edison After School Program and SES weekend tutorial, goal setting and constant assessment. Some of these students might be referred to be evaluated to determine if there are any language barriers to their communication. Students who fall under this category show that their needs are in the areas of writing and reading and wells as content knowledge; and to support their needs, they will be given small group instruction with specific targeted needs. There would be an emphasis on hands-on approach to learning, visuals, and technology (such as Smartboards, technology lab) to meet the students' needs.

ELLs who are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	participate in a CTT or Self-Contained classes, based on their IEPs, receive small group/one-on-one and differentiated instruction with a hands-on approach to learning, modified lessons based on individual student's needs, visuals, and technology (such as Smartboards, computer) to meet the students' needs.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Based on multiple assessments, various interventions are provided to students who show a need for support in ELA and the content areas. Targeted interventions take place in small groups to target specific needs in both language and content. Our 4th Graders participate in the

B. Programming and Scheduling Information--Continued

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

Based on multiple assessments, various interventions are provided to students who show a need for support in ELA and the content areas. Targeted interventions take place in small groups to target specific needs in both language and content. Our 4th Graders participate in the ELA Intervention services on Thursdays and Fridays for 40 minutes each day provided by various classroom teachers. Intervention services are provided to students reaching proficiency through the school's extended day program, Edison After School Program and SES weekend tutorial, Saturday Academy focusing on the reading skills, and Inquiry Team work.

Former ELLs receive test accommodations, such as time and a half, separate location, native language support and exams translated in their native languages when available. In addition to testing accommodations, they continue to receive transitional support; this support varies according to students' needs. Students are closely monitored for academic progress. Classroom teachers and ESL teacher communicate on a regular basis to ensure that sufficient academic progress is made.

For the 2011-2012 school year, PS 198 will continue implementing the multiple programs and services we already offer. The school is not planning to discontinue any programs or services.

In order to provide equal opportunity access to all programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation. All programs are currently offered in English. The major focus of intervention services for ESL students is developing the four modalities of Listening with understanding, Speaking, Reading, and Writing in English across the content areas. The types of programs we currently offer as intervention services for all ESL students are Push-In/Pull-Out ESL program, CTT classes, Edison After School Program and SES weekend tutorial, extended day, Saturday Academy, 4th grade ELA Intervention services, and Inquiry Team for ELL and Special Education as our Targeted Population students.

Instructional materials used to support ELLs include Acuity, Smartboards, starfall.com, Earobics program, Everyday Math, FOSS Lessons using Harcourt Brace curriculum, Fountas and Pinnell Assessments.

Native Language support is used when needed and possible to support our ELLs. This support is provided by pairing students up with a buddy who speaks the same language, as well as utilizing staff members who speak students' Native Languages to translate and explain information to ensure full cooperation and understanding.

All classroom libraries are leveled according to Fountas and Pinnell. Students are matched to reading levels based on F&P and content according to grade level, age, and language proficiency. There is an abundance of nonfiction resources in each classroom.

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

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

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
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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.

All ELL personnel will participate in professional development provided by the Assistant Principal and ELL teacher. The ELL professional development will take place during our Monday professional development sessions. Teachers of ELL students will participate in workshops that cover: The New Common Core State Standards, Overview of the NYSESLAT, ELL Predictive and Interim Assessment Components, Instructional Strategies for working with ELL Students. The ESL teacher will continue to discuss ESL strategies, methodologies, and students' progress with classroom teachers. The ESL teacher through affiliation with professional organizations related to second language acquisition stays up to date with the current research on instruction of English Language Learners. The ESL teacher receives professional development from our Administrative Team and workshops attended.

Transition from elementary to middle school is fostered through continued communication between the ELL teacher, guidance counselor and classroom teachers. Classroom teachers are made aware of middle school standards and expectations. The ELL teacher, classroom teacher and guidance counselor work with a group of graduating ELL students to prepare them for the transition from elementary to middle school.

The Jose P. 7.5 hours minimum ELL training will be fulfilled through our Monday professional development sessions where teachers will participate in the professional development workshops listed above.

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

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?

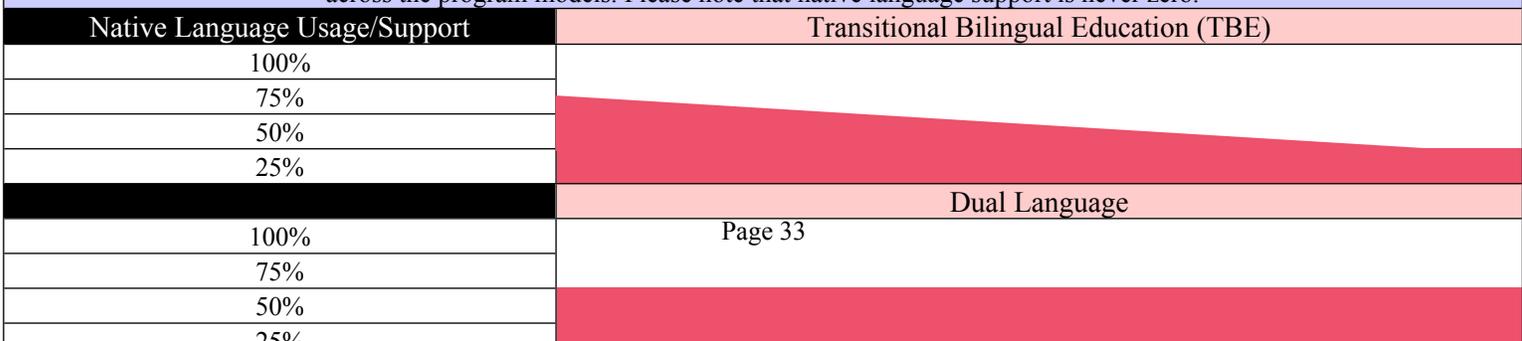
School related information is distributed to parents of LEP students in the languages they prefer to be contacted in, as well as in English. Parents are kept abreast of all school related information and their child's progress including information on Standards, Assessments, expectations, and requirements through the use of a school messenger service, interim progress reports, and parent teacher conferences. Throughout the school year parents of ESL students will have the opportunity to attend workshops that provide information on how to help their children at home. The workshops will focus on Literacy, Math, the New Common Core State Standards, Integrating Your Child into the American Education System and the promotional criteria for all state exams including the NYSESLAT. Parents are also invited to our Families As Learning Partners activities that take place every third Friday of the month. During these sessions parents are given the opportunity to observe and participate in various subject areas. The school provides translation services for Haitian Creole, Spanish, and Arabic speaking parents for all meetings and workshops.

P.S. 198 uses the New York City parent survey to help identify the needs of all parents. Also, the parent coordinator and classroom teachers are in constant communication with all parents to make sure their needs are addressed.

In the future PS 198 will work to partner with a CBO to provide workshops and services to parents of ELL students.

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Based on multiple assessments, various interventions are provided to students who show a need for support in ELA and the content areas. Targeted interventions take place in small groups to target specific needs in both language and content. Our 4th Graders participate in the ELA Intervention services on Thursdays and Fridays for 40 minutes each day provided by various classroom teachers. Intervention services are provided to students reaching proficiency through the school's extended day program, Edison After School Program and SES weekend tutorial, Saturday Academy focusing on the reading skills, and Inquiry Team work.

Former ELLs receive test accommodations, such as time and a half, separate location, native language support and exams translated in their native languages when available. In addition to testing accommodations, they continue to receive transitional support; this support varies according to students' needs. Students are closely monitored for academic progress. Classroom teachers and ESL teacher communicate on a regular basis to ensure that sufficient academic progress is made.

For the 2011-2012 school year, PS 198 will continue implementing the multiple programs and services we already offer. The school is not planning to discontinue any programs or services.

In order to provide equal opportunity access to all programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation. All programs are currently offered in English. The major focus of intervention services for ESL students is developing the four modalities of Listening with understanding, Speaking, Reading, and Writing in English across the content areas. The types of programs we currently offer as intervention services for all ESL students are Push-In/Pull-Out ESL program, CTT classes, Edison After School Program and SES weekend tutorial, extended day, Saturday Academy, 4th grade ELA Intervention services, and Inquiry Team for ELL and Special Education as our Targeted Population students.

Instructional materials used to support ELLs include Acuity, Smartboards, starfall.com, Earobics program, Everyday Math, FOSS Lessons using Harcourt Brace curriculum, Fountas and Pinnell Assessments.

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All classroom libraries are leveled according to Fountas and Pinnell. Students are matched to reading levels based on F&P and content according to grade level, age, and language proficiency. There is an abundance of nonfiction resources in each classroom.

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 supported for instruction (language subject, teacher, theme)?

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.

All ELL personnel will participate in professional development provided by the Assistant Principal and ELL teacher. The ELL professional development will take place during our Monday professional development sessions. Teachers of ELL students will participate in workshops that cover: The New Common Core State Standards, Overview of the NYSESLAT, ELL Predictive and Interim Assessment Components, Instructional Strategies for working with ELL Students. The ESL teacher will continue to discuss ESL strategies, methodologies, and students' progress with classroom teachers. The ESL teacher through affiliation with professional organizations related to second language acquisition stays up to date with the current research on instruction of English Language Learners. The ESL teacher receives professional development from our Administrative Team and workshops attended.

Transition from elementary to middle school is fostered through continued communication between the ELL teacher, guidance counselor and classroom teachers. Classroom teachers are made aware of middle school standards and expectations. The ELL teacher, classroom teacher and guidance counselor work with a group of graduating ELL students to prepare them for the transition from elementary to middle school.

The Jose P. 7.5 hours minimum ELL training will be fulfilled through our Monday professional development sessions where teachers will participate in the professional development workshops listed above.

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?

School related information is distributed to parents of LEP students in the languages they prefer to be contacted in, as well as in English. Parents are kept abreast of all school related information and their child's progress including information on Standards, Assessments, expectations, and requirements through the use of a school messenger service, interim progress reports, and parent teacher conferences. Throughout the school year parents of ESL students will have the opportunity to attend workshops that provide information on how to help their children at home. The workshops will focus on Literacy, Math, the New Common Core State Standards, Integrating Your Child into the American Education System and the promotional criteria for all state exams including the NYSESLAT. Parents are also invited to our Families As Learning Partners activities that take place every third Friday of the month. During these sessions parents are given the opportunity to observe and participate in various subject areas. The school provides translation services for Haitian Creole, Spanish, and Arabic speaking parents for all meetings and workshops.

P.S. 198 uses the New York City parent survey to help identify the needs of all parents. Also, the parent coordinator and classroom teachers are in constant communication with all parents to make sure their needs are addressed.

In the future PS 198 will work to partner with a CBO to provide workshops and services to parents of ELL students.

Part V: Assessment Analysis

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:

Additional Information

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

Paste additional information here

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)	1	1	3	2	1	1								9
Intermediate(I)	0	1	1	1	3	1								7
Advanced (A)	0	0	1	0	5	1								7
Total	1	2	5	3	9	3	0	0	0	0	0	0	0	23

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	0	0	0	1							
	I	1	0	2	2	1	1							
	A	0	1	2	1	2	1							
	P	0	2	2	0	8	2							
READING/ WRITING	B	1	1	3	2	1	1							
	I	0	1	1	1	3	1							
	A	0	0	1	0	5	1							
	P	0	1	1	0	2	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	6	1	0	9
5	0	2	1	0	3
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	2	0	1	0	0	0	0	0	3
4	2	0	4	0	4	0	0	0	10
5	0	0	3	0	2	0	0	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	3	0	2	0	4	0	1	0	10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

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

ESL students in grades K-5 are continuously assessed and grouped using prescriptive and diagnostic tools such as E-CLAS-2, Fountas and Pinnell, ITA's and Predictive Assessments. ELL students are provided equal access to all intervention programs and support services available in order to prepare them for standardized testing. Results from these citywide and statewide assessments are analyzed and used by all teachers involved in the ELLs' education, including the ESL teacher, to further plan and implement targeted instruction for the ELL students.

After careful review of the 2011 NYSESLAT assessment it revealed that 1 former Kindergarten, 1 former First Grader, 3 Former Second Graders, 2 former Third Graders, 1 Former Fourth Grader, and 1 Former Fifth Grade student displayed a Beginner Proficiency Level. There were 1 former First Grader, 1 Former Second Grader, 1 former Third Grader, 3 Former Fourth Graders, and 1 former Fifth Grade student who scored an Intermediate Proficiency Level. There were 1 Former Second Grader, 5 Former Fourth Graders, and 1 former Fifth Grade student who scored an Advanced Proficiency Level. There was 1 Former First Grader, 1 Former Second Grader, and 2 Former Fourth Grade students who scored Proficient and, therefore, tested out. This year, we have 1 Kindergarten student who scored an Advanced level on the Lab-R. We also have 1 Third Grade transfer student who scored an Advanced Proficiency Level and 1 Fourth Grade transfer student who scored a Beginner Proficiency Level on the NYSESLAT in their respective schools.

NYSESLAT Listening and Speaking Modality Analysis revealed that 1 Former Fifth Grade student scored a Beginner Level. There are 1 Former Kindergarten, 2 Former Second Graders, 2 Former Third Graders, 1 Former Fourth Grader, and 1 Former Fifth Grade student who displayed Intermediate Proficiency Level. There are 1 Former First Grade, 2 Former Second Grade, 1 Former Third Grade, 2 Former Fourth Grade, and 1 Former Fifth Grade students who displayed Advanced Proficiency Level. There are 2 Former First Grade, 2 Former Second Grade, 8 Former Fourth Grade, and 2 Former Fifth Grade students who displayed Proficient Level in Listening and Speaking Modalities.

NYSESLAT Reading and Writing Modality Analysis revealed that 1 Former Kindergarten, 1 Former First Grade, 3 Former Second Grade, 2 Former Third Grade, 1 Former Fourth Grade, and 1 Former Fifth Grade students scored at the Beginner Proficiency Level. There are 1 Former First Grade, 1 Former Second Grade, 1 Former Third Grade, 3 Former Fourth Grade, and 1 Former Fifth Grade students who scored at Intermediate Proficiency Level. There are 1 Former Second Grade, 5 Former Fourth Grade, and 1 Former Fifth Grade students who scored an Advanced Proficiency Level. There are 1 Former First Grade, 1 Former Second Grade, 2 Former Fourth Grade, and 2 Former Fifth Grade students who scored a Proficient Level in Reading and Writing Modalities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 198

School DBN: 22K198

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Joy-Ann Morgan	Principal		1/1/01
Ms. Shantel Browne	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Bozhena Levine	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Wendy Dechowicz	Other <u>Data Specialist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K198 **School Name:** PS 198

Cluster: 602 **Network:** Children First

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.

During the first month of the school year, the classroom teachers of ELL students get to know and survey the LEP children/parents written translation and oral interpretation needs. The ESL teacher maintains records of all the students' languages spoken at home. The ESL teacher supplies the ATS secretary or a Parent Coordinator with the list of students' names whose parents require translation services based on their Home Language Identification Survey (HLIS) form. Many of the letters are downloaded into the school computer and are printed out by the school's secretary in the required languages of the school.

The registration process includes the completion of the HLIS form in the native language of the student/parent. If parents require assistance with completing this form, an ESL teacher, a Parent Coordinator, a member of the LAP team, or an on-site personnel will assist the parents with completion of this and other documents required for admission. If no one of our on-site members speaks the required language, the DOE Bilingual Interpreter phone service will be utilized to provide translation and interpretation services to those parents.

After all the data has been collected, the Assistant Principal and the school committee assess the language needs and devise a plan of action to help the 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.

Based on the HLIS forms, the three dominant languages in the school are Haitian Creole, Spanish, and Arabic. Parents of ELLs who do not speak English and require translation services are provided with an oral interpretation from our on-site staff. In order to notify parents of ELLs about various programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation. The findings were reported to the school community during the Parent Orientation, PTA meetings, Parent Teacher Conferences, and parental workshops.

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.

The ESL teacher will serve as a primary contact about the translation services in the school. During the year, the ESL teacher will keep track of incoming students and HLIS responses to determine the need for additional translation services for new languages.

Written translation services will be provided in-house by school staff for documents that are not overly complex. Any complex or lengthy documents will be given to an outside contractor for translation.

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.

At P.S. 198 an on-site personnel will provide oral interpretation services for parents who require it. The office staff and the Parent Coordinator will maintain a list of staff members who speak the three major languages that are reflected in the school. Some of the events that might require oral interpretation services include parental visits to the main office, Parent Orientation, Parent-Teacher Conferences, and parental workshops. In order for parents in need of language assistance to effectively communicate with the office staff, available on-site members will be contacted to provide an oral interpretation. In-advance arrangements will be made by an ESL teacher and the Parent Coordinator to provide oral interpretation services for Parent-Teacher Conferences and parental workshops. If no one of our on-site members speaks the required language, the DOE Bilingual Interpreter phone service will be utilized to provide translation and interpretation services to those parents.

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

P.S. 198 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The ESL teacher in collaboration with the Parent Coordinator will refer to the list of parents requiring translation and interpretation services. This will ensure that the parents will be kept up to date about all school events, student progress, and any changes in school's schedule through letters in the students'/parents' primary language, via phone calls to the home, and by an in-person meetings. In order to notify parents of ELLs about various programs offered in our school, all applications, letters, and parental notifications are translated to the Native Languages of ESL students and sent home, supplemented by a phone call to parents by a staff member fluent in the students' Home Languages to ensure parental understanding and cooperation.