



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: DR. RHONDA FARKAS

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	
Andrea Gomes	*PA/PTA President or Designated Co-President	
Joni 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>)	
	CBO Representative, if applicable	
Jennifer Laruffa	Member/Teacher	
Wendy Dechowitz	Member/Teacher	
Renee Salley	Member/Parent	
Nicole Rose	Member/Parent	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By the end of the 2012 – 13 school year 80% of teachers will participate in at least 10 hours of professional development throughout the 2012-13 school year on the school's 3 selected competencies to norm teacher practice by using videos, sharing best practices that reflect standards of Effective and Highly Effective in each area, identifying areas of growth based on prior observations as evidenced by their personal professional development plans.

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.

Deepen the school community's understanding of what high quality teaching looks like through professional development on 3 school selected competencies (1e designing coherent instruction, 3b using questioning and discussion techniques and 3d using assessment in instruction) from Charlotte Danielson's *Framework for Teaching* that support implementation of the Common Core.

We created this goal for our school based on various data.

- Informal and formal observations of teacher's instructional practice showed that the amount of recitation did not allow for the engagement of all students during lessons. We wanted to increase the number of students who actively participate in answering questions and contributed during discussion.
- Professional development surveys completed by teachers informed us of the areas of their practice that they wanted to strengthen
- Extended response portion of the NYS ELA exam showed that students needed increased opportunities to generate ideas and write responses to questions

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) key personnel 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.
- a)
 - In the fall, hold professional development to help teachers deeply understand 3 school-selected competencies; follow up with additional PD sessions throughout the school year on Chancellor's conference days and during the regularly scheduled teacher team and faculty meetings.
 - Identify resources and structures to support teachers' understanding of the Danielson *Framework* (Core Curriculum Library videos, Danielson's Framework Book, Danielson's Implementing the Framework for Teaching)
 - To strengthen teachers' understanding of how to use questioning and discussion to advance student learning, conduct Grand Conversation study group; each teacher will receive a copy of the book
- b) Network staff will provide additional PD in the Teacher Effectiveness Initiative
 - School leaders and teachers will agree with the calibrating rating 60% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing or Ineffective practice across the school's 3 selected competencies. As a faculty, over the course of the school year watch at least 4 classroom videos together and record low inference observations. Dig deeply into 1 – 2 competencies at a time and discuss

strategies for providing feedback and strengthening teacher practice, using evidence from the observations.

- PD exit slips
- PD evaluation forms
- Unit and lesson plans showing evidence of effective questioning
- Observation reports (Formal and informal)
- c) Danielson Questioning Strategies Self Assessment and Planning

d) October 2012- May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
P.S. 198 will encourage more school-level parental involvement by holding parent meetings and workshops to inform them of the ongoing changes with instruction and professional development that our teachers will participate in.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - This school year both Tax Levy and Title I money has been used to fund professional development in for our teachers. Per Session monies will be set aside for after school study sessions.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013 95% of all classroom teacher's will be visited 10 times and provided with actionable, formative (not for file) written or verbal feedback aligned to 3 school selected competencies (1e Designing coherent instruction, 3b Using questioning and discussion techniques and 3d Using assessment in instruction) This feedback will result in improvement in teacher practice as evidenced by feedback forms in Observational Rounds binder.

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.

Improve teacher effectiveness through meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations.

- Informal and formal observations revealed that teachers needed additional feedback in order to consistently improve their practice. Short cycles give us the opportunity help teachers focus on one area at a time and work to proficiency in that area.

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) key personnel 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.
- a)
 - Through professional development develop shared norms among school leaders and teachers for engaging in feedback conversations
 - School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school selected Danielson competencies.
 - Observation schedule as tracked by school leaders
 - This formative feedback will be provided within one week after 75% of observations
 - 1-2 sample development plans for individual teachers that include dates of each observation and dates of formative feedback provided
 - 2 - 3 examples of formative observation feedback, including next steps, provided at different times of school year, that demonstrates teachers' development in areas in which feedback was provided (evidence that feedback was effective in impacting on teachers' classroom practice)
- b) Network staff will provide additional PD in the Teacher Effectiveness Initiative
- c) Early in the year school leaders ask for teachers' input on the type of feedback they find most helpful.
- d) October 2012- May 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

P.S. 198 will encourage more school-level parental involvement by holding parent meetings and workshops to inform them of the ongoing changes with instruction and professional development that our teachers will participate in.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

This school year both Tax Levy and Title I money has been used to fund professional development in for our teachers. Two AUSSIE consultants were hired to help our teachers plan curriculum and design complex tasks in ELA and Math. We also hired a consultant to work with the teachers on text complexity and designing complex units and tasks. To help our students perform better on the state exams we have allocated per session money for after school programs to service students in grades 3, 4 and 5. There will also be a Saturday academy for all students in grades 4 and 5. The appropriate amount of money has been scheduled for students in temporary housing. These monies are used to purchase school supplies, school uniforms and class trips.

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

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

By June 2013 all students will engage in two Common Core aligned ELA non fiction units of study that embed expectations for students to develop opinions and support their opinions using valid, relevant and sufficient evidence, as measured by a minimum of 65% of all students improving at least one level in their essays between the fall and the spring final Performance Task by using a CCLS aligned rubric.

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.

Students will demonstrate the ability to use clear and relevant evidence to support their thinking in essays aligned to the expectations of the Common Core Learning Standards (CCLS).

- 2011 – 2012 NYC DOE Tasks
- Acuity
- Teacher formative assessments

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) key personnel 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.
- a)
 - After participating in professional development sessions about Common Core-aligned evidence based essay writing units (including grading these essays using common rubrics), teachers will collaboratively plan ELA units that develop students' capacity in the targeted areas.
- b)
 - Teachers will implement writing unit and during teacher team meetings throughout the year, teachers will use protocols to assess the effectiveness of the writing unit. Instructional resources from the Common Core Library will serve as design models.
 - ELA ambassadors will turn key vital information regarding same to staff from network provided CCLS Task, Unit building and student assessment PD
 - All classroom teachers implement two of these writing units by the end of April 2013.
- c)
 - Student tasks will be analyzed noting trends and strengths
 - Teachers will utilize data to inform instruction infusing UDL strategies creating multiple entry points for all learners as well as applying DOK to ensure rigor in questions asks and tasks required of students
 - Sample student essays showing growth from fall to spring and representing a range of performance levels across the common rubric.

- CCLS aligned Unit plans and tasks will be analyzed against the NYC DOE Literacy Instructional Materials Review Rubric
- CCLS-aligned rubric will be used to assess student performance task work

d) Fall 2012-Spring 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

P.S. 198 will encourage more school-level parental involvement by:

- ✓ Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- ✓ Providing school planners for daily written communication between school/teacher and the home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Title 1 money was set aside to purchase supplies as needed by STH
 - Students will take part in after school intervention programs

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

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

Building off of last year's work, over the course of the

By June 2013 100% Classroom teachers will revise and implement two Common Core-aligned units of study which include formative assessment, rigorous activities and result in a final Performance Task in ELA and Math that:

- Are well-aligned to selected standards as indicated by CCLS
- Embed the skills outlined in the relevant Common Core instructional shifts
- Assess students' learning using a rubric developed with our AUSSIE consultants

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.

Build teacher teams' capacity to create and align units of study with the Common Core Learning Standards (CCLS) in response to students' needs.

- Citywide Instructional Expectation
- 2011 – 2012 NYC DOE Units of study and tasks
- 2012 NYS ELA and Math tests
- 2012 Progress Report
- 2012 NYC School Survey

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) key personnel 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.

a)

- All classroom teachers will work with consultants (AUSSIE and Text Complexity) to create lessons incorporating complex texts and academic language into our instructional program.
- All classroom teachers will participate in weekly grade meetings during common planning and Monday Professional Study time
- During grade meetings the team will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Standards.

b)

- Teacher Ambassadors will take part in Network PD and turnkey
- 1 – 2 sample units of study that exhibit the qualities articulated above, including performance tasks, rubrics and student work
- Samples of students work
- Changes to curriculum maps based on results of the performance tasks

- c)
- o Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
 - o School leadership will meet frequently with teacher leaders, join team meetings on a regular basis and coordinate this work across the grades
 - o Teachers will have additional opportunities to earn per session for curriculum planning and task design
- e) Ongoing September 2012- May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- P.S. 198 will encourage more school-level parental involvement by:
- ✓ Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
 - ✓ Providing school planners for daily written communication between school/teacher and the home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - o Title 1 money was set aside to purchase supplies as needed by STH
 - o Students will take part in after school intervention programs

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:
 - f) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fall ELA Academy Test Prep Grade 3 Test Prep Grade 4 and 5 Push teacher AIS 2 times	Small group Small group Small Group Small group	After school After school Saturday During the school day
Mathematics	Test Prep Grade 3 Test Prep Grade 4 and 5 Push teacher AIS 2 times	Small group Small Group Small group	After school Saturday During the school day
Science	Push teacher AIS 2 times	Small group	During the school day
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	10	Small Group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

School-Parent Involvement Policy

- I. P.S. 198 in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 198's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the P.S. 198 Parent Involvement Policy, the P.S. 198 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, P.S. 198 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.

- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P.S. 198 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

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.

SCHOOL - PARENT COMPACT P.S. 198

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction that is aligned to the Common Core State Standards.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

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

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Joy-Ann Morgan

Principal

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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	0	0	0	0	0	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 evaluate and present recommendations. We then implement the remediation plan. These students receive multiple interventions which include in classroom support using differentiated instructional techniques, research based strategies, pull-out intervention providers (OT, PT, Speech), small group instruction, peer tutoring, one-on-one tutoring and after-school programs, such as ELA intervention program, extended day, Inquiry Team, Saturday Academy, Edison After School Program and SES weekend tutorial. Students with special needs 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.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

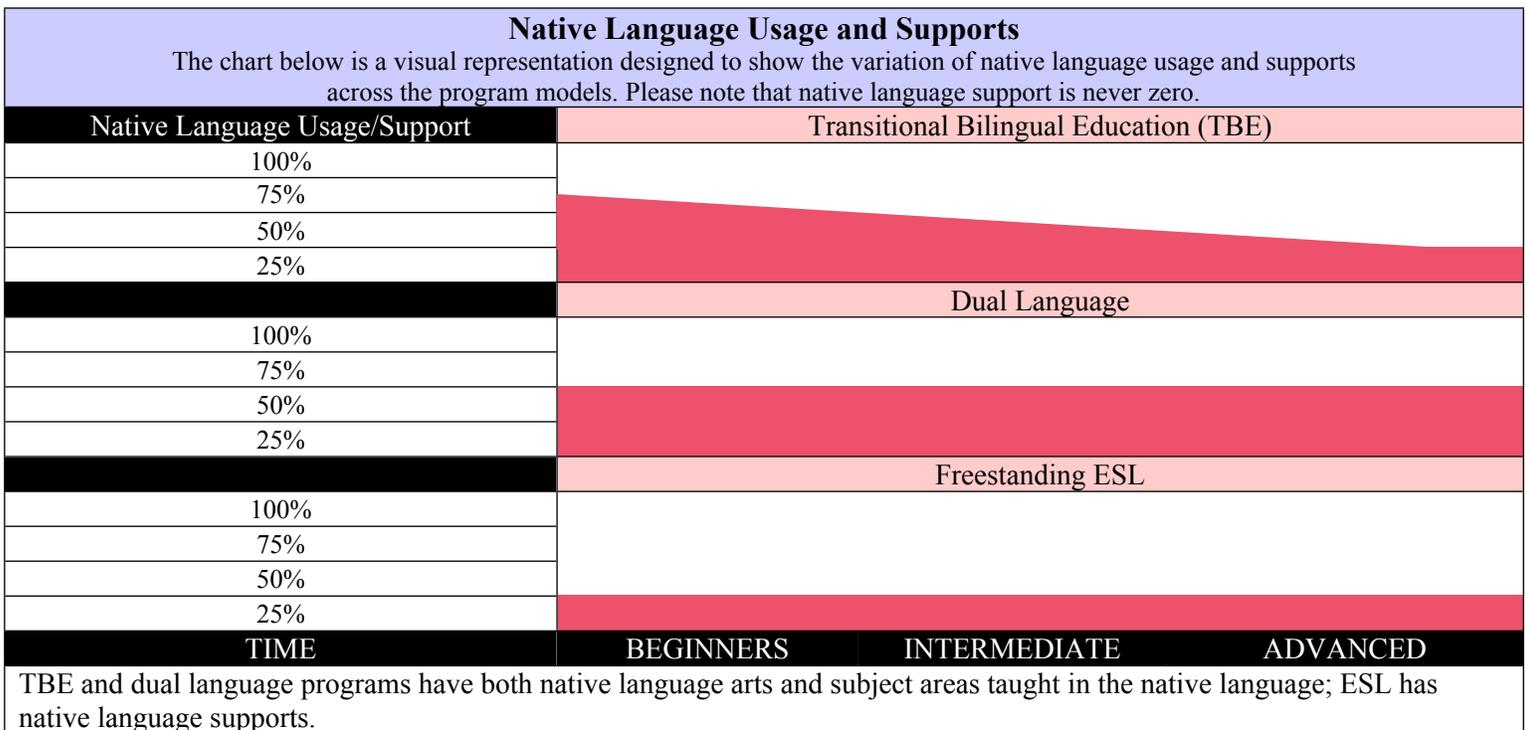
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

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.

C. Schools with Dual Language Programs

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

Not Applicable

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

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				

New York State Regents Exam

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

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

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

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.

ELL Periodic Assessment revealed that 1 Third Grade student received a predictive score of 1, which is within 0-25% proficiency, and 2 Third Grade students who received predictive scores of 3, which is within 51-75% proficiency. On the Fourth Grade, 1 student received a predictive score of 1 within 26-50% proficiency, and 3 students received predictive scores of 2, which are within 51-75% proficiency. On the Fifth Grade, 2 students received predictive scores of 2, which are within 26-50% proficiency and 51-75% proficiency respectively, 5 students received predictive scores of 3, and 1 student received a predictive score of 4, which are all within 76-100% proficiency.

The ELL Periodic Assessment Item Analysis revealed that students in Third and Fourth grades performed best on the Writing section (56%), followed by the Reading section (53%), and the Listening section (51%). Our Fifth graders, however, performed best on the Listening section (80%), followed by the Reading and Writing sections (75% each).

After careful review of the ELL Periodic Assessment and comparing it to the NYSESLAT, we noticed that the ELL Periodic Assessment does not have a Speaking section, on which a vast majority of our students perform really well, neither does it have a Written Response section, which majority of our students struggle with. We have also noticed that all questions on the ELL Periodic Assessment are multiple choice. The absence of the Written Response section, a limited number of questions (10 per section), and the fact that all questions are multiple choice might explain why our grades 3-5 ESL students perform better on the ELL Periodic Assessment than on the NYSESLAT. All teachers of ELLs would use the ELL Periodic Assessment and NYSESLAT data to plan and deliver differentiated instruction for their ELLs based on their needs.

Native Language support is provided by staff members who are fluent in students' Native Languages to translate and clarify information to ensure students' full cooperation and understanding, and is further ensued by the bilingual dictionaries, glossaries, and books in the students' Native Languages. Every year, ESL students are offered to take Content Area State Assessments in their Native Languages. Last year, none of our ELLs and their parents elected to take the Content Area exams in their Native Languages, preferring to take them in English instead.

Overall, it has been concluded that the ELL students in grades K-5 performed at a higher level on the Listening and Speaking modalities than on the Reading and Writing modalities. This year there will be an increased emphasis on the development of the Reading and Writing modalities of our ESL students. Our ELA Program will continue to follow the components of Balanced Literacy in grades K-5; this will include Independent Reading, Shared Reading, Interactive Writing, Read Aloud, Word Study, Guided Reading, the Writing Process, Classroom Library and School Media Center.

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.