



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 198
DBN (i.e. 01M001): 22K198
Principal: JOY-ANN MORGAN
Principal Email: JMORGAN2@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA FARKAS
Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joy-Ann Morgan	*Principal or Designee	
Carmella McCann	*UFT Chapter Leader or Designee	
Andrea Gomes	*PA/PTA President or Designated Co-President	
Joni Joseph	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Wendy Dechowitz	Member/ Teacher	
Jennifer Lindelof	Member/ Teacher	
Renee Sally	Member/ Parent	
Nicole Rose	Member/ Parent	
Natatie Raghwnaith	Member/ Parent	
Nichola Lewis	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2013 – 14 school year 85% of teachers will participate in at least 10 hours of professional development throughout the 2013-14 school year on the school's selected Danielson Framework competencies to norm teacher practice by using videos, sharing best practices that reflect standards of Effective and Highly Effective teaching 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 5 school selected competencies (1e designing coherent instruction, 1f designing student assessment, 3b using questioning and discussion techniques, 3c engaging students in learning 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.
- The new Teacher Effectiveness Rubric

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development
 - During the Initial Planning Conference teachers will identify 2 or more competencies or domains that they would like to work on and set goals for each.
 - In the fall, hold professional development to help teachers deeply understand 5 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
 - Network staff will provide additional PD in the Teacher Effectiveness Initiative
 - School leaders will work with the Talent Coach to calibrate ratings and provide Professional Development for the administrative team and staff.
 - School leaders and teachers will agree with the calibrating rating 80% 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 5 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
2. Use of Danielson rubric

- Unit and lesson plans showing evidence of the 5 selected competencies.
 - Observation reports (Formal and informal) – using 6 week cycles and based on teacher’s choice of observations during the initial planning conference.
 - Danielson Questioning Strategies Self-Assessment and Planning
3. Outside Provider/Additional Help
- A Generation Next (formally known as AUSSIE) consultant will provide professional development on incorporating all components from the Danielson Framework in their units of study and daily lesson plans.

B. Key personnel and other resources used to implement each strategy/activity

1. Professional Development
 - School Administrative Team
 - Network Support Personnel
 - Math and ELA Ambassadors
 - Teachers
2. Use of Danielson Rubric
 - Administration Team
 - District 22’s Talent Coach
3. Outside Provider
 - Generation Next consultants
 - Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional Development
 - Teacher observations using 6 week cycles
 - End of unit tasks
 - PD exit slips
 - PD evaluation forms
2. Use of Danielson Rubric
 - Teacher observations using 6 week cycles
 - End of year teacher conferences
3. Outside Provider
 - Curriculum maps/units of study

D. Timeline for implementation and completion including start and end dates

1. Professional Development
 - Generation Next PD 2 – 3 times monthly
 - Weekly Monday Professional Study Time (SBO)
 - Weekly Common Preps
2. Use of Danielson Rubric
 - Talent Coach 8 – 12 sessions in 2013 – 2014
3. Outside Provider
 - Generation Next PD 2 – 3 times monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional Development
 - Teachers will participate in 3 or more hours of professional development each month.

- Professional development will take place during the professional studies sessions every Monday and during grade meetings with the administrative team.
- Teachers will also meet with a Generation Next consultant one or more times a month
- 2. Use of Danielson Rubric
 - Talent Coach 8 – 12 sessions
- 3. Outside Provider
 - Teachers will meet with Generation Next Consultant 2 – 3 times per month

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).

- The school will conduct parent workshops where they are made aware of the professional development that teachers will participate in throughout the school year and how it directly affects the progress of every student.
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

In addition to Tax Levy we will use Title I and Citywide Instructional Expectation money to fund professional development for our teachers. Per Session monies will be set aside for after school study sessions.

Goal and Action Plan #2

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 2014 95% of all classroom teachers will be frequently observed using the new teacher evaluation system with actionable, formative written or verbal feedback aligned to the school's selected competencies from the Danielson Framework. 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.
- 80% of teachers need additional support with questioning and discussion techniques
- Based on professional needs teachers will participate in targeted professional development

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. Observations and Feedback Implementation

- Through professional development develop shared norms among school leaders and teachers for engaging in feedback conversations
- During the Initial Planning Conference teachers will choose an observation option for the number and manner in which they will be observed.
- Feedback will be based on the Danielson Framework for teaching Domains
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to the Danielson competencies.
- Observation schedule as tracked by school leaders

2. Feedback

- Formative feedback will be provided within one week 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)

3. Outside support

- Network staff will provide additional PD in the Teacher Effectiveness Initiative
 - District 22's Talent Coach will work with the administrative team to norm effective instructional practices.

○ **Key personnel and other resources used to implement each strategy/activity**

1. Observation and Feedback Implementation

- School Administrative Team (Principal and Assistant Principal)
- Talent Coach
- Network Support Personnel

2. Feedback

- School Administrative Team
- Teachers

3. Outside Support

- Talent Coach
- Network support personnel

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Observation and Feedback implementation

- Formal and informal observation Feedback
-

2. Feedback

- State exam results
- Samples of student work

3. Outside Support

- Talent Coach

○ **Timeline for implementation and completion including start and end dates**

1. Observation and Feedback Implementation

- September 2013 – June 2014

2. Feedback

- 6 – 8 week cycles
- Culminates with May/June end of year feedback

3. Outside Support

- Talent Coach 8 – 12 sessions.

o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Observation and Feedback Implementation
 - o Using the choices made during the initial planning conferences teachers will be observed using six week cycles
 - o The administrative team has mapped each teacher’s observation cycle on a monthly basis and will follow the observation plan for the year
2. Feedback
 - o 6 – 8 week cycles
 - o Culminates with May/June feedback

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).

- o Parent workshop to inform parents about the Danielson Framework and teacher evaluation system

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014 100% of classroom teachers will implement three Common Core-aligned units of study using the new core curriculum as evidence by corresponding end of unit performance tasks.

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).

- 2012 – 2013 Benchmark Assessments
- o Fountas and Pinnell Assessments
 - o Teacher formative assessments
 - o NYC DOE Tasks

2012 – 2013 Math and ELA State Exams

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

o **Strategies/activities that encompass the needs of identified subgroups**

1. Professional Development
 - o 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.
 - o Teachers will participate in professional development for the new DOE approved ELA & Math programs, ReadyGen and Go Math!

- Teachers will implement writing units 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 and Math 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 2014.
2. Analysis of students' work and planning next steps
- Teachers will work in teams to analyze task results for areas of growth and strength and plan next steps
 - 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
 - Students will conduct self-assessment using a grade wide rubric, identify areas of strength and need and plan next steps.

○ **Key personnel and other resources used to implement each strategy/activity**

1. Professional Development
- School Administrative Team (Principal and Assistant Principal)
 - Teachers (Math and ELA Ambassadors)
 - Generation Next (AUSSIE) Consultants
 - Network Support Personnel
2. Analysis of student work and planning next steps
- School Administrative Team (Principal and Assistant Principal)
 - Teachers (Math and ELA Ambassadors)
 - Generation Next (AUSSIE) Consultants

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Professional Development
- PD exit slips
 - PD evaluation forms
2. Analysis of student work and planning next steps
- Sample student work
 - End of unit task analysis forms
 - Student Report Cards

○ **Timeline for implementation and completion including start and end dates**

All grades will implement the first task during the month of October, the second task during the month of January and the third task during the month of May.

○ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional Development
- Monday Professional studies (SBO)
 - Generation Next(Formerly AUSSIE) PD 2 – 3 times per month
2. Analysis of student work
- Monday Professional Study time
 - Common preps/weekly
 - Generation Next PD/ Per diem coverage

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 annual Parent Curriculum Conference
 - Have monthly Families as Learning Partners events where parents visit their child's classroom and engage in a subject specific task.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

In addition to Tax Levy money we will use Title I and Citywide Instructional Expectation money to fund per session for teachers to meet and analyze student work and plan next steps.

Goal and Action Plan #4

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.

By June 2014 parent involvement will be increase by 20%. Measured by an increase in the number parent surveys completed and the number of attendees' signatures on meeting attendance sheets.

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.

- o Only 22% of parents completed the 2013-2014 parent survey.
- o During parent workshops and PTA meetings there is low parent attendance.
- o Informational and academic themed parent meetings attendance is low.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

o Strategies/activities that encompass the needs of identified subgroups

1. Parent Communication
 - o Monthly Newsletter
 - o Continue to use the School Messenger Service (phone) to communicate with parents
 - o PTA will conduct parent outreach
 - o Continue to send home monthly school calendar

2. Parent Involvement
 - o Increase the number of community building Family Nights – game night, movie night, Outward Bound Character building, etc.
 - o Combine student performance or activity with parent workshops/information session
 - o Plan a monthly activities for parents
 - o Families as Learning Partners (FALP) where parents visit their child's class for an hour on the third Friday of each month. During their visit parents experience an instructional task that their child may be asked to do during school.

o Key personnel and other resources used to implement each strategy/activity

1. Parent Communication

- o Parent Coordinator
 - o PTA
 - o School staff (Administrative Team and classroom teacher)
 - o Budget for performance materials
2. Parent Involvement
- o Parent Coordinator
 - o PTA
 - o School staff (Administrative Team and classroom teacher)
 - o Budget for performance materials

o Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Communication
- o Parent meetings and workshop sign in sheets
 - o Parent survey
 - o Data from school messenger service
 - o Parent contact logs
2. Parent Involvement
- o Parent meetings and workshop sign in sheets
 - o Parent survey
 - o Data from school messenger service
 - o Parent contact logs

o Timeline for implementation and completion including start and end dates

1. Parent Communication
- o Ongoing September to June
2. Parent Involvement
- o Monthly opportunities

o Describe programmatic details and resources that will be used to support each instructional strategy/activity

Each month there will be two or more parent activities to build parent-school relationship and student academic progress.

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:

- o Have monthly Families as Learning Partners events where parents visit their child's classroom and engage in a subject specific task.
- o Holding annual Parent Curriculum Conference
- o The school will conduct parent workshops where they are made aware of the professional development that teachers will participate in throughout the school year and how it directly affects the progress of every student.
- o Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- o 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.
 In addition to Tax Levy money we will use Title I parent involvement funds for parent workshops and after school workshops.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- o **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- o **Key personnel and other resources used to implement each strategy/activity**
- 1.
- o **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- o **Timeline for implementation and completion including start and end dates**
- 1.
- o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Guided Reading, ReadyGen Intervention program	Small Group	During the school day and after school
Mathematics	Go Math Intervention Program	Small Group	During the school day and after school
Science	Foss Program and guided Reading	Small Group	During the school day
Social Studies	Guided Reading	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group counselling sessions	Small Group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers participate in at least 3 hours of professional development a month. Teachers will also attend professional development provided by the network, the administrative team, DWSDLL, AUSSIE Consultants and other outside entities. During Monday professional studies teachers participate in PD on the CIE, QR, CCLS and the Danielson Framework for Teaching. The teachers watch instructional videos to norm teaching practice based on the CCLS and the Danielson Framework.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers participate in at least 3 hours of professional development a month. Teachers will also attend professional development provided by the network, the administrative team, DWSDLL, AUSSIE Consultants and other outside entities. During Monday professional studies teachers participate in PD on the CIE, QR, CCLS and the Danielson Framework for Teaching. The teachers watch instructional videos to norm teaching practice based on the CCLS and the Danielson Framework.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
To meet the mandates of the intent and purpose programs such as Students in Temporary Housing we have allocated the mandated funds to purchase uniforms, backpacks, school supplies and payment for trips and other school events.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre-K social worker conducts several parent workshops to help with the transition. Parents are given transition packets at the end of the workshops. Pre-K students along with their parents visit Kindergarten classes. .

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
This school year the teachers were given the opportunity to choose the Measures of Student Learning that will affect their end of year rating. The MOSL team chose the type of assessments that will be given in the beginning and end of the school year. Teacher teams also plan end of unit assessments.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
NA

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.
- Have monthly Families as Learning Partners events where parents visit their child's classroom and engage in a subject specific task.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 and events that takes place at the school.

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 Learning Standards and the Citywide Instructional Shifts.

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
4. Reading

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 198
School Name type here		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Joy-Ann Morgan	Assistant Principal Shantel Browne
Coach type here	Coach type here
ESL Teacher Bozhena Levine	Guidance Counselor type here
Teacher/Subject Area type here	Parent Andrea Gomes
Teacher/Subject Area type here	Parent Coordinator Tawana Wright
Related Service Provider type here	Other Wendy Dechowitz - Data Special
Network Leader(Only if working with the LAP team) type here	Other Chantel Rameau- teacher

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	513	Total number of ELLs	22	ELLs as share of total student population (%)	4.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	3	3	4	3	0								16
Pull-out	1	1	4	3	4	4								17
Total	4	4	7	7	7	4	0	33						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19	0	3	3	0	3	0	0	0	22
Total	19	0	3	3	0	3	0	0	0	22

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
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		1												1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	1	6	4	7	1								21
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	6	4	7	1	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	2									2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	4	3	5									13
Advanced (A)	2	1	2	1	0	1								7
Total	2	2	6	4	7	1	0	0	0	0	0	0	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	1	0	0	0	1
5	0	1	0	1	2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	2	0	0	0	0	0	7
4	0	0	1	0	0	0	0	0	1
5	2	0	3	0	0	0	0	0	5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	1	0	1
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

ESL students in grades K-5 are continuously assessed and grouped using prescriptive and diagnostic tools such as Fountas and Pinnell, Baseline Assessments, unit Assessments and Performance Tasks. 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After careful review of the 2013 NYSESLAT assessment it revealed that 2 former Third Grade students displayed a Beginner Proficiency Level. There were 4 Former First Graders, 3 former Second Graders, 5 Former Third Graders who scored an Intermediate Proficiency Level. There were 1 former Second Grader, 1 Former Fourth Grader who scored an Advanced Proficiency Level. There were 1 Former First Grader and 1 Former Second Grader who scored Proficient and, therefore, tested out. We also have 1 First Grade transfer student who scored an Intermediate Proficiency Level and 1 Second Grade transfer student who scored Proficient on the NYSESLAT in their respective schools.

This year, we have 1 Second Grade Student who scored on the Intermediate Proficiency Level, as well as 2 Kindergarten Students, 1 First Grade Student, and 2 Second Grade Students who scored an Advanced Proficiency Level on the Lab-R.

Overall, we noticed that this year there were a lot more ELL students scoring Intermediate and Advanced Proficiency Levels on both NYSESLAT (12 Intermediate and 2 Advanced) as well as on the LAB-R (1 Intermediate and 5 Advanced) than last year. Out of 12 ELLs scoring Intermediate Proficiency Level on the NYSESLAT, 6 of them took NYSESLAT for the first time, thus reaching their AYP goals for the first year ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Data from the RNMR is not available at this time. Therefore AMAO tool cannot be used at this time.

4. For each program, answer the following:

- a. 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?

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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

After reviewing and analyzing student data we noticed that many of the ELL students did not score well in the speaking and listening

section of the assessment. To help with this we have decided to put an emphasis on this area by having the ELL teacher collaborate with classroom teachers to create activities that promote speaking and listening in context of the lesson. The ELL teacher and classroom teachers will work together to incorporate the language strategies learned with Maryann Cuccihara last school year. All ELL students are assessed at the beginning of the school year and based on the results both the classroom teacher and ELL teacher work together to create an intervention plan to meet the needs of each student.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- 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.

Additionally, 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.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Our ELLs are continuously assessed using various teacher-created, NYC, and NYS formal and informal assessments to monitor their progress in all four modalities of Listening with understanding, Speaking, Reading, and Writing, as well as in all content areas. The results of these assessments are used by all teachers of ELLs to plan and adjust instruction as needed.

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.

Additionally, we noticed that this year there were a lot more ELL students scoring Intermediate and Advanced Proficiency Levels on both NYSESLAT (12 Intermediate and 2 Advanced) as well as on the LAB-R (1 Intermediate and 5 Advanced) than last year. Out of 12 ELLs scoring Intermediate Proficiency Level on the NYSESLAT, 6 of them took NYSESLAT for the first time, thus reaching their AYP goals for the first year ELLs.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PS 198 LAP team includes the Principal, the Assistant Principal, ESL Teacher, and Testing Coordinator and a teacher who speaks

Haitian Creole fluently. P.S. 198 has one certified ESL teacher on staff. Currently, we have 513 students enrolled at P.S. 198. Four hundred ninety one students are identified as English speaking based on the HLIS. There are 22 ESL students of which 1 is Spanish speaking and 21 Haitian Creole speaking students which constitutes 4.29% of the total student population. We also have three Former ELL students, two of whom are currently in grade 2 and one - in grade 3.

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 if appropriate when a student scores at or below the cut-off score. A student who scores at or below the cut-off score on the LAB-R test is entitled to enter 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 and another pedagogue who is not the students' classroom 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 or English, along with a phone call, based on parent choice on Home Language Survey.

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.

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, 19 parents chose ESL program, 1 parent chose Transitional Bilingual Education, 2 parents chose Dual Language Program.

Those parents who chose Transitional Bilingual Education or the Dual Language 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 minimum 15 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

After the newly identified ELL is tested with the LAB-R and, if needed, the Spanish LAB, the Raw Scores of the assessments are obtained. If the student scored at or below the cut-off score on the LAB-R test and, therefore, is entitled to a mandated Bilingual, Dual Language, or ESL services, 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. If a parent cannot attend the scheduled Parent Orientation, a make up date is made within the

mandated time for the parent to watch the video and complete the Parent Survey and Program Selection form. 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.

When the forms are completed, the ESL teacher makes a copy for the school's files, maintained by the ESL teacher, while the originals are placed into students' cumulative records. Parental choice is then entered and saved on the ELPC screen.

If a parent does not respond to the numerous letters and phone calls within the mandated time period, all correspondence with the parent is recorded by the ESL teacher and kept in the school's files, while the default program choice (Transitional Bilingual Education) is entered for that student on the ELPC screen as per CR Part 154.

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.

At PS 198, Program Selection forms are usually filled out during Parent Orientation sessions. Before making their choice of the program for their child(ren), parents of ELLs are encouraged to ask questions, which are answered by the ESL Teacher with an aid of a translator, if necessary. The ESL Teacher clarifies information and explains NYS laws pertaining to ELLs, including CR Part 154. When all the questions are answered and the Program Selection is made and recorded on ELPC screen, a Placement Letter is sent home to the parents in the student's Native Language confirming the choice of the program selected. A copy of the letter is kept in the school's files by the ESL teacher. The letter is also followed with a phone call home by a staff member fluent in the student's Native Language to ensure parents' full understanding and cooperation.

Those parents who chose Transitional Bilingual or Dual Language 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 and another pedagogue who is not the students' classroom teacher. Those students who are ESL and Special Education are tested using the mandated modifications noted on their IEPs.

6. 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.) 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. 
- 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, 19 parents chose ESL program for their children to participate in, 1 parent chose Transitional Bilingual Education, and 2 parents chose Dual Language Program.

Those parents who chose Transitional Bilingual Education or Dual Language 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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.
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)?

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.

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the 2013-2014 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 Go MATH program, which 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 2 science cluster teachers, one works with grades K-2 and the other – with grades 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs are continuously assessed using various teacher-created, NYC, and NYS formal and informal assessments to monitor their progress in all four modalities of Listening with understanding, Speaking, Reading, and Writing as well as in all content areas. The results of these assessments are used by all teachers of ELLs to plan and adjust instruction as needed.

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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently do not have any students who are SIFE. However, our plan for these students includes 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, 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 students. These students are given ELA academic intervention services, since ELA testing is now required 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.

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, 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, 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 usually 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 an ICT 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.

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, 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.

7. 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?

All teachers have participated in professional development with Mary-Ann Cuchiarra who taught teachers how to integrate language and vocabulary into their daily lessons. Teachers use strategies such as shades of meaning, acting out, words of intensity and deconstructing and reconstructing sentences for better meaning of text and words. The ELL teacher also pushes in to each class to provide much needed language support as the classroom teacher leads the lesson. Teachers also use instructional materials that build student's language development such as RAZ-Kids, online websites and text that increase vocabulary.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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, SES weekend tutorial, Saturday Academy focusing on the reading skills, and Inquiry Team work.

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:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

For the 2013-2014 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.

The types of programs we currently offer as intervention services for all ESL students are Push-In/Pull-Out ESL program, ICT classes, 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.

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, ICT classes, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With our current program we have noticed that this year there were a lot more ELL students scoring Intermediate and Advanced Proficiency Levels on both NYSESLAT (12 Intermediate and 2 Advanced) as well as on the LAB-R (1 Intermediate and 5 Advanced) than last year. Out of 12 ELLs scoring Intermediate Proficiency Level on the NYSESLAT, 6 of them took NYSESLAT for the first time, thus reaching their AYP goals for the first year ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

This year, PS 198 will implement Ready Gen and Go Math Common Core aligned programs.

12. What programs/services for ELLs will be discontinued and why?

The school is not planning to discontinue any programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 supplemental services for all ESL students are 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELLs include Ready Gen, Go Math, Acuity, Smartboards, computers, listening centers, starfall.com, Earobics program, FOSS Lessons using Harcourt Brace curriculum, Fountas and Pinnell Assessments.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The students are actively engaged in a Standard based curriculum which is provided with high quality grade level and rigorous instruction. By participating in small group, task-oriented activities, ESL students continue producing language in both verbal and written forms. Students will continue to develop learning through measurable product development, demonstrations and exhibits. 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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 supplemental services for all ESL students are 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.
18. What language electives are offered to ELLs?
NA
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 and Network professional development. 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 given by Office of ELL's, DESDELL, the network and central office. All teachers also participated in professional development with Maryann Cucchiara where they learned several strategies to help students build their language and vocabulary.

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 for Genreal Education teachers and 10 hours for special education will be fulfilled through our Monday professional development sessions where teachers will participate in the professional development workshops listed above.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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, parent teacher conferences, and the ARIS Parent Link. 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, and Spanish speaking parents for all meetings and workshops. There are also several staff members that speak the native language of students who are available to translate when needed.

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.

E. 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.

NA

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)
Joy-Ann Morgan	Principal		1/1/01
Shantel Browne	Assistant Principal		1/1/01
Tawana Wright	Parent Coordinator		1/1/01
Bozhena Levine	ESL Teacher		1/1/01
Andrea Gomes	Parent		1/1/01
Chantel Rameau	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
Wendy Dechowitz	Other <u>Data Specialist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K198 School Name: P.S.198

Cluster: 6 Network: 602

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.

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. After identifying the home language of parents, correspondence are sent home in their native language and we have staff members that can translate. 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.

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.

We meet with families at the beginning of the school year and new families through out the school year. After reviewing our translation and oral interpretation needs, we have found that the majority of our students' native language is Haitian Creole. The school community is made aware of all ELL students by the ELL teacher. The ELL teacher meets with classroom teachers to inform them of the students' native language and background.

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.

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, parent teacher conferences, and the ARIS Parent Link. 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 in their native language. The school provides translation services for Haitian Creole, and Spanish speaking parents for all meetings and workshops. There are also several staff members that speak the native language of students who are available to translate when needed.

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.

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.

The school provides translation services for Haitian Creole, and Spanish speaking parents for all meetings and workshops. There are also several staff members that speak the native language of students who are available to translate when needed.

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>.

This information is given to parents both orally at parent workshops and ELL meetings and in our welcome letter that is sent home at the beginning of each school year. Parents are also made aware of the staff members that speak their native language and can offer translation and interpretation services.