



**PS 199**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 21K199**  
**ADDRESS: 1100 ELM AVENUE, BROOKLYN, NY 11230**  
**TELEPHONE: 718-339-1422**  
**FAX: 718-336-5562**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 199      **SCHOOL NAME:** The Frederick Wachtel School

**SCHOOL ADDRESS:** 1100 Elm Avenue, Brooklyn, New York 11230

**SCHOOL TELEPHONE:** 718-339-1422      **FAX:** 718-336-5562

**SCHOOL CONTACT PERSON:** Gina Leahy      **EMAIL ADDRESS:** gleahy@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gina Leahy

**PRINCIPAL:** Rosalia Bacarella

**UFT CHAPTER LEADER:** Andrew Rosenberg

**PARENTS' ASSOCIATION PRESIDENT:** Elizabeth Serrano

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 21      **SSO NAME:** Empowerment

**SSO NETWORK LEADER:** Neal Opromalla

**SUPERINTENDENT:** Ann Marie Lettieri Baker

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rosalia Bacarella	*Principal or Designee	
Andrew Rosenberg	*UFT Chapter Chairperson or Designee	
Elizabeth Serrano	*PA/PTA President or Designated Co-President	
Samina Azam	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Gina Leahy	Assistant Principal/Chairperson	
Lisa Esposito	Teacher	
Desiree Tomaselli	Teacher	
Lily Haperisand	Parent	
Felix Fuentes	Parent	
Cassandra Francone	Parent	

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

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS199, a Pre-K to 5 school in the Midwood section of Brooklyn, is a community of learners focused on student achievement and excellence. We believe teachers, parents and students must be engaged in continuous learning in order to ensure we are providing our students with an excellent education and the knowledge and skills they need to be successful academically and in life.

### **Curriculum**

The Reading and Writing Workshop is the model for teaching lifelong literacy skills and independence. As a Teachers College Reading and Writing Project School, teachers receive intense professional development and ongoing support. Foundations and Words Their Way are the basis for phonics and word study. In mathematics, PS 199 uses a combination of the McGraw-Hill and Houghton –Mifflin math programs, along with Everyday Math. In 2008-2009, 83.6% of our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students earned a level 3 or 4 on the New York State ELA test and 92.6% earned level 3 or 4 on the New York State Math test.

PS199 students receive science instruction from two full-time science teachers. Our program is based on the philosophy that students learn best by doing and enables students to actively construct ideas through their own inquiries, investigations and analysis. Ninety-seven percent of our 4<sup>th</sup> grade students scored at levels 3 and 4 on the Spring 2009 New York State Science assessment.

Through a rigorous Social Studies program, students explore the essential questions of communities, geography, economics, government and history and how they affect our world and lives. Eighty-five percent of our fifth grade students scored at Levels 3 or 4 on the Fall 2008 New York State Social Studies assessment. PS199 also has an active Fifth Grade Debate Team which explores current events issues.

### **The Arts**

All students receive instruction in music and art. Students are also exposed to musical theatre, dance and drama. A licensed music teacher and a teaching artist from New York City's Town Hall provide vocal and instrumental instruction, including band, chorus and Music in the Brain. As part of the Music and the Brain program, PS199 has a keyboard room with 26 electronic keyboards. PS199 also has a visual arts teacher, as well as a partnership with Studio in a School. Students learn about and respond to art, as well as create their own expressions of various art forms. Early childhood grades participate in LEAP (Literacy through an Expanded Arts Program). Fourth and fifth grade students experience ballroom dancing through our partnership with American Ballroom Theater and our second grade students experience theater-making through our partnership with TADA!

### **ELL/AIS Services**

Approximately 25% of students are English Language Learners. We have a bilingual Yiddish Special Education program, one of only three in New York City. We serve over 120 ELL students in a stand alone English as a Second Language program, emphasizing a push-in model which allows students to be supported in their own classrooms and maximizing the acquisition of language skills.

Two AIS teachers provide targeted instruction to students who have been identified as in danger of not meeting standards.

### **Special Needs Classes and Services**

PS199 offers self-contained special classes at all grade levels, as well as CTT classes at the Kindergarten, 1<sup>st</sup>, and 3<sup>rd</sup> grade level. In addition, our school offers comprehensive services including SETSS, Occupational Therapy, Speech, Physical Therapy and Guidance. An Intervention Team meets bi-monthly in order to discuss how best to meet the needs of our special needs and at risk students.

### **After-School Programs**

PS199 offers several academic after school programs to help students prepare for New York State Assessments in ELA, Math, Science and ESL. These programs are not only targeted to students who are struggling to meet the standards but also to students who can be supported to excel. After-school arts and enrichment programs include clubs in Art, Band, Chorus, Musical Theater, Photography and Odyssey of the Mind. For the first time this year we will also be offering Spanish.

### **Parent Engagement**

An active PTA offers a variety of parenting workshops. Parents volunteer through the Learning Leaders program and our school library is open to parents once per week. Parents participate in publishing celebrations; hands-on curriculum workshops; and Read Aloud day. Parents and families attend family movie nights, assembly programs, art exhibitions, and musical theater performances such as Annie which was produced in June 2009.



DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	17	13	13	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	106	101	112	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	17	0	4	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	42	43
<b>Overage Students:</b> <i># entering students overage for grade</i>				Number of Administrators and Other Professionals	3	13	14
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	7	7
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	97.4	92.9	100.0
American Indian or Alaska Native	0.0	0.4	0.4	Percent more than two years teaching in this school	76.9	76.2	81.4
Black or African American	2.9	2.4	2.4	Percent more than five years teaching anywhere	69.2	69.0	67.4
Hispanic or Latino	19.8	17.6	16.8				
Asian or Native Hawaiian/Other Pacific Isl.	29.5	32.0	31.8	Percent Masters Degree or higher	97.0	95.0	98.0
White	47.9	47.6	48.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	97.4	97.7
Multi-racial							
Male	54.8	52.9	53.3				
Female	45.2	47.1	46.7				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.				
<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	√	√	√			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	3			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	TBD
Overall Score	65.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	5.6	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	40.6	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	.8	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 199 is a school in good standing according to the 2007-2008 New York State School Report Card. Our school made Annual Yearly Progress in English Language Arts, Mathematics and Science. In English Language Arts, Mathematics and Science, 100% of our students were tested.

In grade 3, 77% of our students scored at levels 3 or 4 in the English Language Arts State Assessment. In grade 4, 89% of all students scored at levels 3 or 4. In grade 5, 86% of all students scored at levels 3 or 4. All student groups made Annual Yearly Progress in ELA.

In Mathematics, 96% of our third graders scored at levels 3 or 4. In grade 4, 93% of our students scored at levels 3 or 4. And in grade 5, 92% of our students scored at levels 3 or 4. All student groups made Annual Yearly Progress in Mathematics.

P.S. 199 is in Good Standing for Science. In grade 4, 92% of students scored at levels 3 or 4. All student groups made annual yearly progress.

In 2008-2009, PS 199 did not have a Quality Review. The 2007-2008 Quality Review indicated that PS 199 is a well developed school. The school was rated well developed in 4 out of 5 Quality Statements. PS199 was rated proficient in Quality Statement 5 "Monitoring and Revising" student learning goals. The report noted that the practice of setting learning goals on a unit basis was relatively new and did not include dates when these goals are to be achieved. In 2008-2009, PS199 focused on the systematic practice of not only setting learning goals but also setting dates by which these learning goals were achieved. This practice will continue in 2009-2010.

Teachers use data from state tests, Acuity, teacher made tests, ECLAS, running records, conferring and observations to determine student skill levels and address student needs. Common planning periods facilitate the use of data by teachers to individualize instruction to meet the needs of students. A Core Data Inquiry Team leads colleagues in examining target populations and noticing trends in teaching and learning. In 2008-2009, under the leadership of the Core Team, teachers on every grade focused on Math and implemented change strategies which benefited students. In 2009-2010 we will continue the practice of data inquiry studies on each grade and add a team to focus on English Language Learners. Based on data from our Progress Report, it is expected that the Data Inquiry Team will focus on literacy in 2009-2010.

PS 199 introduced Writers Workshop two years ago and Readers Workshop last year. In order to continue to deepen our understanding of the Reading and Writing Workshop in 2009-2010, PS 199 has become a Teachers College Reading and Writing Project School. As a Project School, teachers will receive staff development and support from two staff developers (one for grades Kindergarten to 2<sup>nd</sup> Grade and another for grades 3 to 5), as

well as attend workshops at Teachers College. The Principal, Assistant Principal and Coach will participate in Study Groups at the project so that they too may more fully support the work at the school.

PS199 also provides an enriched arts curriculum to all students and works to meet standards as outlined in New York City's Blueprint for the Arts. Opportunities for students to participate in art, music and dance are available during and after school. Our school participates in "Music and the Brain," a keyboard program for grades K and 1, and LEAP (Learning through an Expanded Arts Program) for grades K, 1 and 2. A licensed music teacher provides general music and band instruction, and a partnership with Town Hall provides PS 199 with a teaching artist for our fourth and fifth grade chorus. In addition, all students receive art during the school day by a licensed art teacher and through a partnership with Studio in a School. Fourth and fifth grade students receive ballroom dance instruction through American Ballroom Theater. The school collaborates with *TADA!* to provide theater instruction to Grade 2. Our Arts Committee explores how our school can continue to grow its commitment to quality arts instruction.

Grades 3, 4, and 5 participate in an after school arts and enrichment program that offers art, musical theater, photography, band and Odyssey of the Mind. Students in this program performed "Annie" at an evening assembly for parents and a school day assembly for fellow students. In 2009-2010, the school will also offer the study of Spanish language and culture in its after-school program.

PS 199 earned a B on our 2008-2009 Progress Report. In English Language Arts, 58.2% of our students made 1 year's progress (down from 68.5% the previous year). In Mathematics, 77.4% of our students made at least 1 year's progress (an increase of 7.1 percentage points from the previous year). Last year, a majority of our teachers were engaged in data inquiry focusing on Math. These efforts realized significant gains in the progress of our students in Math. In 2009-2010, our data inquiry teams will focus on ELA so as to bring the same focus and discipline to our literacy instruction. Our school received extra credit for exemplary gains for Special Education students, but not for our English Language Learners. While the academic progress of our ELL students was a priority last year, we did not meet our goals. In 2009-2010, PS 199 will continue to focus on our ELL population by also using the data inquiry process.

At PS 199 parents are welcomed and supported as active partners in the academic life of their children. Parents are invited and encouraged to participate in the various workshops and celebrations of student work during and after school. Parents are invited to be part of the PTA and Leadership Team. Parents are encouraged and invited to participate in Writers' Workshop celebrations, "Read Aloud Day," and curriculum workshops. As indicated on the School Environment Survey, parents feel welcomed and are confident their child is in a safe, nurturing environment. Our School Environment Survey indicates that PS 199 must improve in the way we communicate with parents. Parents want to hear more from teachers about what their children are learning and what they can do to support their learning. We will continue our efforts to actively involve parents in their children's academic life and improve communication.

PS 199 does not have significant barriers to its success. While our growing ELL population continues to challenge our resources, we have responded by increasing certified ESL teachers (PS 199 added a 2-day per week part-time teacher this year) and increasing and varying our ESL programs. For example, we now offer both push-in and pull-out ESL services and we have added an after-school early childhood program combining ESL instruction with music and art. We are aided by a professional and committed staff, with a philosophy and culture of continual professional development, so that we can constantly improve our teaching practices and enable our students to achieve at increasingly higher levels.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1**

After conducting our needs assessment, we found that our student progress in ELA dropped from the previous year. As a result, we made progress in ELA for all students a priority goal for the 2009-2010 school year. As measured on our 2009-2010 Progress Report, the average change in student proficiency in ELA for Levels 1 and 2 will increase to .4 from .27; and the average change in student proficiency for Levels 3 and 4 will increase to .10 from 0.0.

### **Goal 2**

Our needs assessment shows that we must continue our work in improving the achievement of English Language Learners by providing high quality instruction that supports students in acquiring English language skills in reading and writing. By June 2010, 40% of English Language Learners in 4<sup>th</sup> and 5<sup>th</sup> grade will increase an average of half of a proficiency level (for example 2.2 to 2.7) as measured on the New York State ELA test.

### **Goal 3**

The 2008-2009 Learning Environment indicated that parents/guardians would like more information about what their children are learning, areas of need and strengths, and how they can help their children succeed in school. By June 2010, each grade will write and distribute a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As measured on our 2009-2010 Progress Report, the average change in student proficiency in ELA for Levels 1 and 2 will increase to .4 from .27; and the average change in student proficiency for Levels 3 and 4 will increase to .10 from 0.0.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) As of September 2009, PS 199 became a Teachers College Reading and Writing Project school in order to provide teachers with Units of Study aligned with the standards and high quality professional development and support.             <ul style="list-style-type: none"> <li>• Throughout the year, teachers will attend calendar day workshops at Teachers College which will support teachers as they plan units of study and differentiate lessons.</li> <li>• The principal, assistant principal and Literacy/ESL coach will participate in monthly Teachers College study groups.</li> <li>• Lab site classrooms will be established on every grade so that TC staff developers and teachers can model lessons. Teachers will debrief model lessons, instructional best practices and conferring techniques. These model lessons and study group sessions (30 in total) are scheduled throughout the year from September to June.</li> <li>• TC assessments will be used 4 times per year to monitor student progress in order to plan for differentiated instruction using 1:1 conferring, strategy groups and guided reading.</li> </ul> </li> <li>2) Use the Data Inquiry process to raise the achievement level of students.</li> <li>3) For grades 3 to 5, use Wilson as an intervention to increase decoding and fluency skills for students at Levels 1 and 2. Wilson groups will be established by November 1 and will be conducted through June.</li> <li>4) For grades 3 to 5, put after-school programs in place providing support for students scoring Levels 1 and 2 and enrichment for students scoring Levels 3 and 4. After school programs will begin in December and continue through the first week in May.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will continue to have two common preparation periods weekly in order to participate in the professional development, lab site observations, and debriefs.</li> <li>• \$46,000 has been allocated to TC Reading and Writing Project to become a Project School and receive their professional development and support.</li> <li>• Additional OTPS funds will be used to supplement classroom libraries and purchase texts which support the TC units of study.</li> <li>• An AIS teacher (Sylka Hunger) funded with Title I and Contracts for Excellence allocations is receiving training for Wilson certification and will work with students performing at levels 1 and 2 who need support in literacy, decoding and fluency.</li> <li>• Title I funds will be used for an after-school academic program which meets two days per week and provides literacy instruction for students requiring support and enrichment.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim Progress:</p> <ul style="list-style-type: none"> <li>• Starting in September, 100% of classrooms, ESL and AIS teachers will participate in professional development on the Reading and Writing Workshop.</li> <li>• All classroom teachers in grades K through 5 will schedule Reading and Writing Workshop every day.</li> <li>• 90% of classrooms will reflect evidence of the Reading and Writing Workshop, such as leveled libraries, charts, reading logs, and student work at various stages of the writing process.</li> <li>• Progress toward our TC implementation goals will be monitored on a daily basis through walkthroughs by the Principal, Assistant Principal and Coach.</li> <li>• Student progress in Reading will be monitored through the TC assessments 4 times per year in September, December, March and May.</li> <li>• Student progress in ELA will be reviewed in January following the ELA Acuity predictive assessments.</li> </ul> <p>Our 2009-2010 Progress Report will show the following in English Language Arts:</p> <ul style="list-style-type: none"> <li>• Average change in student proficiency for Levels 1 and 2 will increase to .4 from .27.</li> <li>• Average change in student proficiency for Levels 3 and 4 will increase to .10 from 0.0.</li> </ul>

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 40% of English Language Learners in 4<sup>th</sup> and 5<sup>th</sup> grade will increase an average of half of a proficiency level (for example 2.2 to 2. 7) as measured on the New York State ELA test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) Use the Data Inquiry process to raise the achievement level of 4<sup>th</sup> and 5<sup>th</sup> grade English Language Learners.</li> <li>2) In grades 3 to 5, use Wilson to increase decoding and fluency skills for students who have been in the New York City schools 2 years or less.</li> <li>3) Use Imagine Learning computer assisted learning program to increase vocabulary and reading skills for all beginner and intermediate ELL students.</li> <li>4) Provide ELL teachers with professional development to support them in delivering rigorous reading and writing instruction in a push-in and pull-out model.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• ESL teachers will be provided with a common preparation period 2 to 3 times per month so that they can meet as an Inquiry Team, analyze data, develop instructional change strategies, and monitor the progress of a Target Population.</li> <li>• An AIS teacher (Sylka Hunger) funded with Title I and Contracts for Excellence allocations is receiving training for Wilson certification and will work with Beginner ELL students to increase decoding and fluency skills.</li> <li>• Imagine Learning software licenses for Beginner and Intermediate ELL students will be purchased with Title III funds.</li> <li>• ELL students will participate in the academic after school programs which provide additional literacy instruction and support.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim progress toward this goal will be monitored using Acuity Interim assessments and ELL predictive assessments (November, January and March). 40% of English Language Learners in 4<sup>th</sup> and 5<sup>th</sup> grade (10 out of 24 students) will make exemplary gains, increasing half of a proficiency level, as measured on the ELA test.</p>

**Subject/Area (where relevant):** Parent Communication

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, each grade will write and distribute a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) Teachers will write the newsletters as a grade and develop a distribution calendar (i.e., October, December, February, April, May/June). They will be supported in this effort by our Literacy Coach and Assistant Principal.</li> <li>2) Each classroom teacher will develop and maintain an email distribution list for the parents of students in his/her class. This list will enable him/her to communicate with parents through email quickly and on an individual level. A letter will be sent out by each teacher requesting parent emails and providing parents with the teacher’s DOE email.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teachers will collaborate during their grade conferences to write the newsletters.</li> <li>• Time will be allocated during the Election Day Professional Development for teachers to create class email lists.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>In October, December, February, April, and May/June, the principal and assistant principal will remind and assist teachers in creating the newsletters and ensure that each grade sends out a newsletter. By June 2010, each grade will have distributed a minimum of 5 newsletters to parents informing them of curriculum and learning goals, and how they can help their children meet expectations.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	10	0	N/A	N/A	2	2	2	1
1	60	40	N/A	N/A	1	0	2	1
2	50	30	N/A	N/A	0	0	0	0
3	85	85	N/A	N/A	1	0	3	0
4	11	6	1	0	2	0	0	0
5	13	0	0	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>A reading specialist provides Academic Intervention Services to students in Grade 3, 4 and 5 using the Wilson program. Another AIS teacher provides push in academic intervention services during the school day in small groups. An after school program is offered to students two times a week to support their acquisition of reading strategies and to prepare them for the state assessment.</p>
<p><b>Mathematics:</b></p>	<p>Grades 3, 4 and 5 students receive Mathematics intervention. Academic Intervention Services are offered during the school day using a push in model. In small groups, teachers support the lesson and work with students on their individual goals. An after school program is offered to support students and prepare them for the state assessment.</p>
<p><b>Science:</b></p>	<p>An after school program supports all fourth grade students to achieve on the state assessment. At risk students are provided with small group instruction during a period per week when the classroom teacher pushes in to the science cluster period.</p>
<p><b>Social Studies:</b></p>	<p>Fifth grade students receive support prior to the New York State Social Studies assessment utilizing small group instruction in the 37.5 minute extended day period and during an additional period provided by a licensed Social Studies teacher.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>A full time guidance counselor supports all students. The guidance counselor pushes into individual classes to support self esteem and respect among students. The guidance counselor works with small groups and individual students based on their individual needs and coordinates a peer mediation program.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>A part time psychologist meets with students as needed to support individual student needs.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>A part time social worker meets with students to support individual student needs necessary for academic growth.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Two full time occupational therapists and a speech therapist work with students on their IEP goals. In addition, they work with students on an at-risk basis.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>21</b>	School <b>PS 199</b>
Principal <b>Rosalia Bacarella</b>	Assistant Principal <b>Gina Leahy</b>
Coach <b>Nancy Zaugg</b>	Coach
Teacher/Subject Area <b>Mark Wasser/ESL</b>	Guidance Counselor <b>Lauren Hessian</b>
Teacher/Subject Area <b>Felene Catell/Grade 3</b>	Parent <b>Elizabeth Serrano</b>
Teacher/Subject Area	Parent Coordinator <b>Rita Velic</b>
Related Service Provider	SAF <b>Ann Marie Lettiere Baker</b>
Network Leader <b>Neal Opromalla</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>526</b>	Total Number of ELLs	<b>154</b>	ELLs as Share of Total Student Population (%)	<b>29.28%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1					5
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In</b>	0	1	0	3	2	1				7
<b>Total</b>	1	2	1	4	3	1	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	154	<b>Newcomers (ELLs receiving service 0-3 years)</b>	135	<b>Special Education</b>	30
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	19	<b>Long-Term (completed 6 years)</b>	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			13			1				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**

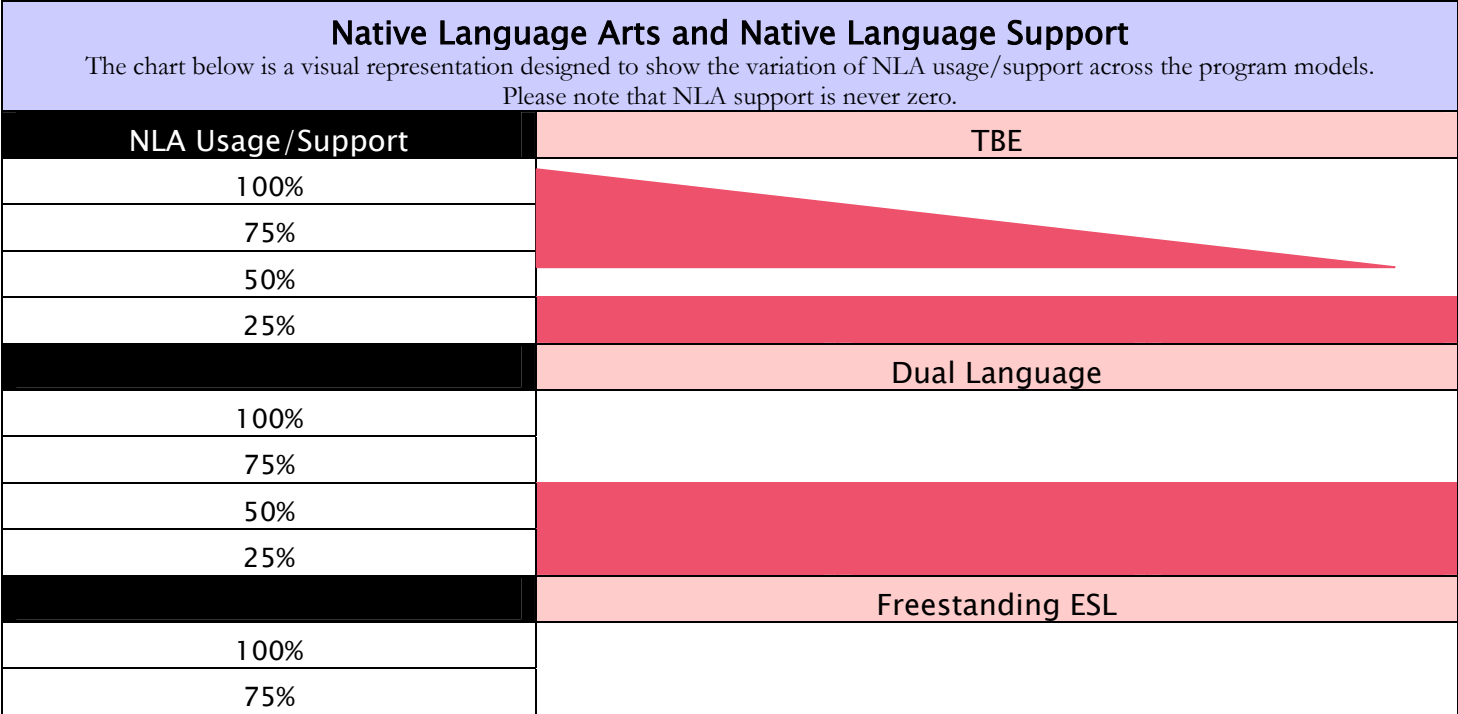
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	5	7	7	5	5				37
Chinese	7	4	0	0	2	1				14
Russian	15	7	4	2	3	2				33
Bengali	5	2	4	1	2	1				15
Urdu	9	6	4	4	0	1				24
Arabic	1									1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian	3	1	0	2	0	0				6
Other	12	0	4	4	2	2				24

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>60</b>	<b>25</b>	<b>23</b>	<b>20</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>154</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### 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)?

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	25	17	10	10	6	2				70
Intermediate(I)	1	13	7	5	2	3				31



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		6		3		10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		5		5		4		19
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Leahy	Assistant Principal		
Rita Velic	Parent Coordinator		
Mark Wasser	ESL Teacher		
Elizabeth Serrano	Parent		
Felene Catell/Grade 3	Teacher/Subject Area		
	Teacher/Subject Area		
Nancy Zaugg	Coach		
	Coach		
Lauren Hessian	Guidance Counselor		
Ann Marie Lettiere Baker	School Achievement Facilitator		
Neal Opromalla	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 21K199 LAP Worksheet 2009-2010\_ Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 1/5/2010 3:41:00 PM  
Change Number: 3  
Last Saved On: 1/6/2010 1:51:00 PM  
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Total Editing Time: 12 Minutes  
Last Printed On: 3/8/2010 3:16:00 PM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 5,828 (approx.)  
Number of Characters: 33,221 (approx.)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 1 to 5      **Number of Students to be Served:** 115 **LEP** 25 **Non-LEP**

**Number of Teachers** 4      **Other Staff (Specify)** None

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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LEP students in Grades 3 to 5 will be participating in the Title I funded Academic After-School program which supports all students in meeting standards for the New York State English Language Arts assessment. In order to support students in Early Childhood grades, the Title III program in 2009-2010 will consist of 4 after school classes serving approximately 70 students in grades 1 and 2. This ESL Early Childhood program, which will be in session once per week for 23 weeks, will build literacy skills through art and music. A licensed art teacher, music teacher and two licensed ESL teachers will collaborate to teach literacy skills through song lyrics and art expression. The language of instruction will be English.

In addition, approximately 70 beginning and intermediate students in Grades K-5 will use Imagine Learning English, a software-based program which teaches students English.

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

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Through our school's Data Inquiry process, teachers will be provided with professional development on looking at student work, analyzing student data, identifying instructional strategies and designing instruction that targets student needs. ESL teachers meet approximately 2 times per month for professional development and data inquiry work.

**Form TIII – A (1)(b)**

School: PS 199 BEDS Code: 332100010199

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$5,987	<b>120 hours for 2 ESL teachers, 1 Art teacher and 1 Music teacher (120 hours @ \$49.89 = \$5,986.80)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$0	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$883	<b>Big books, leveled books, music, art supplies</b>
<b>Educational Software (Object Code 199)</b>	\$14,150	<b>70 student licenses for Imagine Learning English</b>
<b>Travel</b>	\$0	
<b>Other</b>	\$0	
<b>TOTAL</b>	<b>\$21,020</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The ESL Coordinator reviews the Home Language surveys with the ESL teachers to determine which languages are spoken at home. The Parent Coordinator works with the PTA President to determine which languages are spoken by the parents. The Principal with the Parent Coordinator will enlist additional support for written and oral translations. For example, paraprofessionals and other staff who speak a language other than English assist during parent teacher conferences and other parent meetings. Staff uses the Translation and Interpretation Unit to enable effective communication with parents. Parents are informed of the available translators through written notices and announcements at school meetings.

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.

Home Language Surveys indicate that Russian, Spanish, and Urdu are the predominant home languages of the students, with Chinese and Bengali growing. Staff members are fluent in Russian, Urdu, Spanish, and Chinese. These staff members are available to provide oral and written translations to parents. Many PTA members are fluent in Spanish, Russian, and Urdu. Parents are informed of the translation services available to them at PTA, parent/teacher, Leadership and Title I meetings and through written notices. A Language Translation and Interpretation Bulletin Board is located in the main lobby of the school to inform all parents of these services.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will use the New York City Department of Education website to provide parents of identified English Language Learners notices in their native languages. Other important notices will be translated into languages other than English by school staff as needed. Our

parent handbook has already been translated into Spanish for the 2009-2010 school year by an outside vendor and it is anticipated that we will contract with this vendor to translate the handbook into Russian and Urdu as well.

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 will provide oral interpretation services through the Translation and Interpretation Unit and by members of the staff. In addition, during critical parent communication events such as parent teacher conferences, outside contractors will supplement the languages spoken by in-house bilingual staff.

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

Based on the Home Language Survey, there is a running record of the home languages of the students enrolled in our school. This information is located in ATS and on the student's blue emergency card as well. A bulletin board, located in the main lobby welcomes parents in their home language and informs them of the translation services available to them. The school has teachers and paraprofessionals who can translate in Spanish, Russian, Chinese, Urdu and Yiddish. The parent coordinator will make parent translators available and facilitate the use of the Language Translation Unit. In addition, for critical parent meetings and for parent teacher conferences, outside contractors will supplement the languages spoken by in-house bilingual staff.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$362,155	\$199,456	\$561,611
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3,625		\$ 3,625
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,999	\$ 1,999
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 18,108		\$ 18,108
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 9,973	\$ 9,973
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 40,000		\$ 40,000
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 55,662	\$ 55,662

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.7%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers who are not highly qualified will be offered the opportunity to take courses and become highly qualified.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please see the Needs Assessment in Section IV, page 10.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

Beginning in the 2007-08 academic year and continuing last year and this year, PS 199 has implemented a workshop model in Literacy. The Writers and Readers Workshop has been the catalyst for schoolwide reform in how our school teaches and builds literacy skills in our students, enabling them to become independent readers, writers and thinkers. In the 2009-2020 academic year, we deepen our understanding of the workshop model by becoming a Teachers College Reading and Writing Project school. In addition, PS 199 continues to deepen its understanding of how to use data to improve and drive instruction by extending our inquiry team process to all grades and special needs areas such as ESL and special education. We are expanding opportunities for our students to learn through the arts by collaborating with programs such as LEAP (Literacy through an Expanded Arts Program), Dancing Classrooms, and TADA! Children's Theater. Our students participate in art and music classes during the school day, as well as in an arts and enrichment program after school. We offer academic intervention and enrichment programs after school in literacy, math and science. In 2008-2009, a full-time guidance counselor was hired to provide guidance services to mandated and at-risk children, and to teach socialization and self-awareness skills to all students. We recognize the importance of parental involvement and this year have begun communicating with parents via email and through grade-level newsletters.

3. Instruction by highly qualified staff.

All of our teachers have masters, are appropriately licensed and are currently teaching within their license area.

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

PS 199 works with the Teachers College Reading and Writing Project to provide ongoing, high-quality professional development to teachers, our Literacy Coach, Assistant Principal and Principal. In addition, teachers and staff participate in professional development provided by our network and the New York City Department of Education. Parents are also invited to participate in workshops that will help them support their children to achieve academically. (See parent involvement policy and parent compact.)

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

In hiring teachers and staff, PS 199's policy is to review the qualifications of as many applicants as possible. Applicants who have interviewed successfully are invited back to demonstrate teaching skills by delivering a lesson. To date, this process has resulted in the appointment of highly qualified teachers to our school.

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

Please see the attached Parent Involvement Policy and Parent Compact.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS 199 has a part-time social worker for our Universal Pre-K program and our guidance counselor and School Based Support Team support Kindergarten students as they transition to elementary school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

PS 199's inquiry team process extends to all grades and areas such as ESL and Special Education. In addition, teachers participate on an Instructional Team and receive professional development on how to use assessment data from systems such as Acuity and ARIS.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

AIS and ESL teachers develop six-week learning goals for students based on assessment data, analyzing student work, and student/teacher conferences. Teachers develop plans to help students achieve these goals and monitor student progress. In addition, after-school programs provide additional instruction and support to enable both struggling students and achieving students to meet and surpass academic standards.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 199 follows New York City Department of Education guidelines for applicable Federal, State, and local services and programs.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

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

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Not Applicable

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school begins planning our balanced literacy curriculum in June of the previous year. Teachers, supported by professional staff developers, school coaches and administrators, consult New York State and New York City standards as they plan units of study and pacing calendars in literacy. Teachers continue to consult standards during the year as they adjust and refine their plans and develop learning activities and rubrics throughout the school year.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps, pacing calendars, units of study and actual lessons in Readers and Writers Workshop, along with the use of standards-based programs such as Foundations, support our determination that Key Finding 1A is not applicable to our school.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

## Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

## Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based on PS 199's high achievement in mathematics (92.6% at Levels 3 and 4 in 2009), our school has been exempt from the Everyday Mathematics curriculum. Teachers use various textbooks and learning/inquiry activities, guided by the New York State and City standards and pacing calendars, to develop units of study and lesson plans.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps, pacing calendars, units of study and actual lessons, along with the use of standards-based resources such as the McGraw Hill, Houghton-Mifflin Math and Everyday Mathematics programs, support our determination that Key Finding 1B is not applicable to our school.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELA instruction at PS 199 uses a workshop model which is approximately 33% direct instruction and 66% percent independent and/or group activities.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the last three years PS 199 has provided extensive professional development and training to teachers in the Reading and Writing Workshop. Teacher observations have focused on the workshop with particular attention being provided on the use of academically engaging strategies, best practices and differentiation of instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Classroom observations indicate that there is a high level of academically focused math instruction supported by hands-on learning using manipulatives, group activities and independent work. Students often engage in inquiry-based activities in which they explore mathematics concepts such standard and non-standard measurement, multiplication through repeated addition and arrays, and probability.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher observations and lesson plans support our determination that Key Finding 2B is not applicable to PS 199.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In 2008-2009, PS 199 had 5 new teachers and in this school year we have 2 new teachers. These new teachers joined our staff because of the addition of new classes and to replace 3 retired teachers. Only 22 percent of teachers have been at PS 199 for less than 5 years. Sixty percent have been at the school for more than 10 years.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See response to Question 3.1.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of the professional development on ELL instruction offered by the district and attended by teachers at PS 199 in 2008-2009 does not support this finding. ESL and Classroom teachers at PS 199 attended a number of professional development opportunities provided by the Office of ELLs and our SSO.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following is a partial list of the professional development attended by teachers at PS 199.

ELL Identification

Using Elementary Level Data to Design Effective Instruction for ELLs

Promoting Literacy Through the Content Area to Achieve Academic Language

Best Practices for ELLs  
Using NYSESLAT to Differentiate Instruction  
Student Center Activities that Develop Reading Comprehension

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers at PS 199 are provided with significant data on their ELL students. Teachers are provided with the proficiency level of students, as well as detailed reports of ESL predictive assessments administered by the NYC DOE. In addition, PS 199 uses a diagnostic tool which indicates a student's stage of language acquisition in reading, writing, listening and speaking.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 199's use of data, including predictive assessments administered by the DOE, and the Stages of Language Acquisition Diagnostic Tool. Each ESL teacher tracks his/her students in acquiring language skills using this diagnostic tool.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At PS 199, every teacher, paraprofessional and related services provider who is in contact with a student with an IEP receives a copy of the IEP as mandated by Chapter 408 and is asked to familiarize him/herself with the student's goals and accommodations. The PS 199 Intervention Team, which consists of administrators, teachers, reading specialist, guidance counselor, OT specialists, speech therapist, psychologist and social worker, works to support teachers who refer students who may be struggling academically and/or socially and behaviorally. Often these specialists support teachers by screening students, suggesting academic interventions and developing behavioral plans which classroom teachers can implement for individual students, as well as whole class. While last year as a school we began our study of differentiating instruction, we continue to deepen our understanding of differentiation strategies.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Each teacher, paraprofessional, and related service provider who receives a copy of a child's IEP signs a log. This documentation is kept on file with the child's IEP. Notes from our bimonthly meeting of the Intervention Team are maintained in a binder and updated as we follow up on students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers and appropriate staff at PS 199 are provided copies of student IEPs as required by Chapter 408 regulations. Teachers are aware of testing accommodations and modifications and apply these to the classroom environment. Our special needs students who take the standardized New York State assessments are held to the same high expectations of all students and their IEP goals, objectives and modified promotion criteria are generally in alignment with the State standards, though at times inconsistencies are evident. Many of our special needs students do have behavioral goals in addition to academic goals. We continue to provide

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our special needs students' IEPs support our determination that Key Finding 7 is applicable to PS 199 in a few cases.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In 2009-2010, our teachers and special education providers will receive professional development on writing IEP goals by the Integrated Service Center and by our School Support Organization/Network. In addition, the IEP teacher will lead a year-long study group on IEPs, with an emphasis on writing goals aligned with standards, promotional criteria and accommodations.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

At the moment, PS 199 has no Students in Temporary Housing.

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

Free breakfast and lunch is provided to STH.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

## **Attachments**

### **PS 199 Language Allocation Policy 2009-2010**

#### **School ELL Profile**

PS 199 is a Pre-K school serving 526 students with many cultural backgrounds. Our English Language Learner population is approximately 154 students which is about 29% of our total population. Nineteen of these students have been here for 4 to 6 years; the remaining 135 are newcomers. The school employs 4 certified ESL teachers, 2 certified bilingual teachers and 1 ESL certified coordinator. Our two bilingual teachers are also certified special education teachers. Key LAP team members reflect the composition of the school community. They include the Principal Rosalia Bacarella, Assistant Principal Gina Leahy, ESL Coordinator and Literacy Coach Nancy Zaugg, ESL Teacher Mark Wasser, Grade 3 Teacher Felene Catell, Guidance Counselor Lauren Hessian, Parent Coordinator Rita Velic, and PTA President Elizabeth Serrano.

#### **ELL Identification Process**

Students entering the NYC school system for the first time are given a Home Language Survey to complete at registration. The ESL coordinator, Nancy Zaugg, or one of the ESL teachers (Aimee Grassini, Mark Wasser, Klara Kitroser) conducts an informal interview with the parent/guardian at this time. If the parent does not speak English, we provide translation services through staff members and the Translation hotline.

If a child meets the requirements to be tested through the LAB-R, the student is administered the test within 10 days of being admitted to our school by one of our licensed ESL teachers or our licensed ESL Coordinator (names are listed above). These staff members work closely with the Testing Coordinator to ensure all testing is completed and submitted in a timely manner.

Students already identified as ELL's are tested in the Spring in the NYSESLAT. All students are given the mandated testing time. Once the results are available, parents/guardians are notified of student progress. Continued entitlement and transitional entitlement letters are sent to the parents in their native language and in English. Parents/guardians of newly entitled students identified by the LAB-R receive letters and an invitation to a parent orientation meeting in their native language and in English.

At the Parent Orientation meeting, parents view the video explaining the three programs offered through the Department of Education. The video is shown in their native language and in English. The ESL Coordinator, ESL teachers, administration and the parent coordinator are available to answer any questions. Translators are available in various languages to assist parents in understanding the parent survey. Parent surveys are also made available in the dominant languages spoken at PS 199.

If a parent is unable to attend the Orientation meetings, one-to-one meetings are scheduled. Parents are also able to view the video during Parent Teacher Conferences. Parent/guardian schedules are accommodated by our ESL Coordinator to ensure the viewing of the video and completion of the parent survey.

Teachers of ELLs meet regularly to ensure that all necessary documentation is distributed to the parent/guardian of our ELL students. All entitlement letters and parent surveys are filed in the students' ELL folder and maintained in the main office. If a form is not returned, the ESL Coordinator works with the Parent Coordinator to reach all parents/guardians. Parents also receive a Parent Handbook (available also in Spanish) to help them assimilate into the school community.

After reviewing Parent Survey and Selection forms, the trend for our school overwhelmingly favors an ESL program. Over 90% of our parents choose English as a Second Language as the program choice for their children. Program models in our school are aligned with parent requests as per the Parent Survey.

### **ELL Demographics**

As of January 5, 2010, PS 199 has 154 ELL students. PS 199 has no SIFE students; 19 students are ELLs in years 4 to 6 and the remaining 135 are in 0 to 3 years.

There are no ESL self-contained classes. ESL instruction is delivered through a push-in and pull-out model. Students are grouped by grade and proficiency level, not by language. Instructional periods are 45 minutes each. This ensures the mandated number of instructional minutes is provided according to proficiency levels. Beginner and intermediate students receive 8 periods of ESL instruction, totaling 360 minutes weekly. Advanced students receive 4 periods of ESL instruction weekly, totaling 180 minutes of weekly ESL instruction.

The number of students receiving push-in/pull-out services by grade are as follows:

- Kindergarten has a total of 60 ESL students – beginner and intermediate students are pulled out for 4 periods and ESL teachers push in 4 periods to service beginner, intermediate and advanced students.
- First Grade has 23 ESL students in general education. There are two pull out ESL groups with beginner, intermediate and advanced students.
- Second Grade has 17 ESL students in general education with a pull out group with beginner, intermediate and advanced students.
- Third grade has 13 ESL students, fourth grade has 9 ESL students, and fifth grade has 10 ESL students in general education classes. These students are served through a push-in model.
- Our three special education classes – consisting of 2 first grade, 6 second grade, 7 third grade, 5 fourth grade, 2 fifth grade students – are provided services through a push-in model.

The language breakdown in the ESL program is as follows: Kindergarten has 8 Spanish students, 7 Chinese, 15 Russian, 5 Bengali, 9 Urdu, 1 Arabic, 3 Albanian, and 12 other; First grade has 5 Spanish, 4 Chinese, 7 Russian, 2 Bengali, 6 Urdu, and 1 Albanian; Second grade has 7 Spanish, 4 Russian, 4 Bengali, 4 Urdu, and 4 other; Third grade has 7 Spanish, 2 Russian, 1 Bengali, 4 Urdu, 2 Albanian, and 4 other; Fourth grade has 5 Spanish, 2 Chinese, 3 Russian, 2 Bengali, and 2 other; Fifth grade has 5 Spanish, 1 Chinese, 2 Russian, 1 Bengali, 1 Urdu, and 2 other.

### **Special Education Bilingual Yiddish Program**

PS 199 serves the needs of the community with a Special Education Bilingual Yiddish Program consisting of two 12:1:1 self-contained special education classes. These classes are taught by licensed bilingual special education teachers, Sandra Bell and Chani Perr. The number of students in this TBE program by grade are as follows: Three kindergarten, 4 first graders, 3 second graders, 2 third graders, and 1 fourth grader. As with the ESL program, the Bilingual Yiddish Program follows a rigorous Balanced Literacy curriculum using the workshop model. In addition, the program uses Foundations to build word and phonics skills. Teachers plan with their grades and provide scaffolding and use differentiation strategies to meet the special needs of these ELLs.

The Literacy Block in these classes range from 135 to 180 minutes per day. The block consists of Literacy instruction in Native Language Arts in this case Yiddish (45 minutes), ESL and English with ESL support. Instruction in NLA, ESL/ELA follows the same format, i.e. the workshop model, as does the instruction in monolingual classes. Native Language support is also provided in content area classes such as science, math, art and music through Yiddish-speaking paraprofessionals.

### **Instructional Plan**

The majority of our newcomers (0 to 3 years of ESL instruction) are in the early childhood grades. In fact, 39% are in Kindergarten and 70 percent are in grades K to 2. The curriculum in these early grades focuses on literacy skills such a phonics, decoding, comprehension and writing. PS 199 utilizes Foundations and the Teachers College Reading and Writing Workshop for literacy instruction. ESL teachers also utilize and support this curriculum and scaffold learning using best practices for ESL instruction. Those newcomers in grades 3 to 5 receive literacy instruction using Wilson, a phonics-based reading and writing program, in addition to ESL services and literacy instruction in the classroom. ESL and classroom teachers support learning in the content areas by using best practices such as front-loading vocabulary and using pictures and sentence frames.

The needs of ESL students receiving services 4 to 6 years, of which PS 199 has 19 (12.3%), are addressed in a number of ways. In addition to mandated services, those students who have been identified as struggling with decoding, fluency and basic reading comprehension are receiving Wilson intervention services. Those students who have progressed past beginner and intermediate levels receive academic intervention in the form of small group instruction, 37.5 extended day, and after-school academic programs, targeted to their specific learning needs.

As a Pre-K to 5 school, PS 199 has no Long-Term ELLs receiving services more than 6 years.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of our ELLs.

School leadership and teachers use data from NYSESLAT, Periodic Assessments and student work to differentiate instruction to meet the needs of all students. An ESL data inquiry team has been created to study the trends in ELL data. This team consists of the ESL teachers, the ESL coordinator, classroom teachers and administration. The team meets weekly to look at student work and set goals for student learning. The teachers implements change strategies during instruction to support student learning goals. The team reviews student work consistently to review and revise student learning goals and assess student learning.

ESL teachers are assigned to support specific grades. Schedules are designed to enable teachers to participate in the grade's common preparation periods. This allows ESL instruction to be fully aligned with the curriculum since ESL teachers are active and full participants in the grades' planning and data inquiry and professional development activities.

#### Additional Services and Intervention

In addition to mandated services, ELLs are provided with interventions to increase English language proficiency. ELLs attend extended day to receive small group instruction. ELLs are invited to attend the ELA, Math and Science afterschool programs to prepare them for the state exams. A Title III Early Childhood ESL after school program is also offered to build language skills in first and second grade ELL students through art and music. All beginner and intermediate students participate in Imagine Learning, a computer program designed to increase English language proficiency.

Transitional ELLs receive support for two years after attaining proficiency through academic interventions before and after school. They are invited to attend after school programs in ELA, Math and Science. The extended day program is provided for transitional ELLs to continue English language support. Students are supported during and after school in English Language Arts.

In 2009-2010, we will be implementing Wilson Intervention for our lowest functioning ELLs in grades 3, 4 and 5. Our academic intervention teacher will become Wilson certified and be targeting ELLs with difficulty with decoding and fluency.

#### Technology and Other Resources

Technology is used to support ELLs through the Imagine Learning computer program. Through this program students learn vocabulary and improve their English proficiency. In addition, all classrooms are equipped with computers and overhead projectors. Smart Boards are available to enhance the teaching and learning of all students, including ELLs.

Students are supported in their native language in the ESL and the bilingual Yiddish programs. Students are exposed to literature in their native language in their classroom and school libraries. Parents are invited to visit the school library to borrow books in English and in native languages to support student growth. Books are appropriate to student age and reading level. In Bilingual classes, instruction is offered in native Yiddish part of the day.

#### Professional Development

All teachers of ELLs including the general education teachers receive support in the teaching of literacy. All teachers share common planning periods to facilitate professional development in Teachers College reading and writing. Professional development includes modeling best practices and collaborating and learning together as a staff how best to meet the needs of all students, including ELLs. This philosophy enables teachers to improve their practice and maximize student engagement, accountable talk and differentiation of instruction. Teachers also use these planning periods to look at student data and make decisions on instructional strategies based on student work.

Teachers are encouraged to participate in ongoing professional development opportunities offered through the Department of Education's Office of English Language Learners. Teachers attending these workshops turn key the information to staff members during faculty

conferences and lunch and learns. On a yearly basis, ESL Coordinator and Coach Nancy Zaugg, conducts the mandatory 7.5 hours of ESL training for teacher who have not had the PD. Teachers receive a certificate in their official file upon completion of the 7.5 hours.

The Assistant Principal, guidance counselor, parent coordinator, and secretary attend professional development at the school, network and district level in order to learn about best practices and compliance issues. Paraprofessionals attend professional development at the school level in order to learn about how to maximize student learning.

### **Assessment Analysis**

Data patterns indicate that students in the primary grades are generally the beginner and intermediate students. The majority of the students in grades 3, 4 and 5 are intermediate and advanced with the exception of new admits.

As per the spring 2009 NYSESLAT results for kindergarten, 25 students are beginner, 1 student is intermediate, and 19 students are advanced. In grade one, 17 students are beginners, 13 are intermediate and 1 student is advanced. In grade two, 10 students are beginners, 7 students are intermediate and 7 students are advanced as per the NYSESLAT. In grade three, 10 students are beginners, 5 students are intermediate and 5 students are advanced as per the NYSESLAT. In grade four, 6 students are beginners, 2 students are intermediate, and 8 students are advanced as per the NYSESLAT. In grade five, 2 students are beginners, 3 students are intermediate and 7 students are advanced as per the NYSESLAT.

Results by modalities are as follows:

#### Listening/Speaking

- Grade 1- 2 beginners, 11 intermediates, 10 advanced
- Grade 2- 3 beginners, 7 intermediates, 9 advanced
- Grade 3- 1 beginner, 4 intermediates, 9 advanced
- Grade 4- 1 beginner, 3 intermediates, 6 advanced
- Grade 5- 4 advanced

#### Reading/Writing

- Grade 1- 14 beginners, 10 intermediates, 3 advanced
- Grade 2- 9 beginners, 6 intermediates, 7 advanced
- Grade 3- 9 beginners, 6 intermediates, 6 advanced
- Grade 4- 6 beginners, 2 intermediates, 8 advanced
- Grade 5- 3 intermediates, 7 advanced

On the New York State ELA, our ESL and TBE students scored as follows:

- Grade 4- 4 students at level 1, 3 students at level 2 and 6 students at level 3
- Grade 5- 7 students at level 2 and 3 students at level 3

On the New York State Math Assessment, our ESL and TBE students scored as follows:

- Grade 4- 4 students at level 2, 9 students at level 3 and 2 students at level 4
- Grade 5- 1 student at level 2, 7 students at level 3 and 1 student at level 4

On the New York State Science Assessment, our ESL and TBE students scored as follows:

- 1 student at level 1, 6 students at level 3 and 3 students at level 4

On the New York State Social Studies Assessment, our ESL and TBE students scored as follows:

- 5 students at level 1, 5 students at level 2, 5 students at level 3 and 4 students at level 4

Students in all grades tend to score better in the listening and speaking sections of the NYSESLAT. These results have driven instructional decisions. We will be implementing Teachers College reading and writing in the 2009-2010 school year. All teachers, including ESL teachers, receive professional development through staff developers who model lessons and lead study groups at PS 199, as well as workshops given at Teachers College. ESL teachers share weekly common planning time with the grades they service to facilitate collaboration with classroom teachers. Teachers also use this time to analyze student data including periodic assessments, running records and ECLAS. Student work is reviewed on an ongoing basis. In addition, ESL teachers meet as a team and use the data inquiry process to study a target population, develop instructional change strategies and monitor student results.

This culture of collaboration at PS 199 allows all teachers to be stakeholders in the instruction of ELLs.

### **Parental Involvement**

Parents are asked to fill out a questionnaire regarding their native language. This allows us to provide written and oral communication and translation services. Translators are available in Spanish, Russian, Yiddish, Chinese, and Urdu daily. The school utilizes the Language Interpretation and Translation services as needed. Additional translators are available during parent meetings and parent teacher conferences. In addition, our Parent Handbook is available in Spanish and this year will also be translated into Urdu.

Parents are involved in various aspects of decision making at PS 199. Parents of ELL's are represented on the School Leadership Team.

Parents are invited to attend monthly Parent Association and Title I meetings, where workshops are offered on how to support students. Council of Jewish Organization and Midwood Development Organization representatives provide workshops for parents to help them meet the needs of their child. These organizations provide information to parents on how to develop language skills for themselves and their children. Workshops are offered based on parent needs as per parent questionnaire.

Other parent involvement activities offered at PS 199 include curriculum nights, movie nights, bingo nights, and student performances. Parents of ELL's are invited and encouraged to attend all parental involvement events.

## **P.S. 199 Parent Involvement Plan & Compact**

Parents are encouraged to be active partners in their children's education in a variety of ways. P. S. 199 parents, school staff, and students will share responsibility for improved student academic achievement. Measurements will collaboratively be developed so that children will achieve at the highest levels set by New York State's academic standards.

All parents are invited to participate and volunteer with the Parent Teacher Association. Elections are held annually for the following positions: President, Vice President, Secretary and Treasurer. Parents are asked to support our fundraising, book fairs, candy sales and assist in other daily activities. The PTA conducts monthly meetings to address concerns as well as to provide information about current school activities. Guest speakers are invited to speak on a variety of topics such as arts and enrichment programs, after school classes, promotional criteria and testing, and speaking to our children about difficult subjects.

Through the Leadership Team, elected parents have the opportunity to become shared decision makers with regard to school instructional policies. These meetings afford parents a voice in their child's education.

### **Title I School Wide Programs**

PS 199 is Title I School Wide Programs school. Parents are invited to attend Title I monthly meetings to discuss instructional programs, academic interventions and individual concerns. On occasion outside speakers are invited to address questions from the parents concerning the welfare of their children. We use 1% of Title 1 funds for parent involvement during the school year, which includes funding these workshops as well as other activities that help parents become more actively involved in the school and their children's learning.

The following are examples of workshops that have been presented to parents by PS 199 staff:

- Hands on Science workshop
- Writer's Workshop
- Reader's Workshop
- Nutrition Workshop
- Psychologist Workshop

The following workshops have been presented by contracted vendors:

- Mad Science Workshop
- Family Psychologist Workshop
- First Aid Workshop
- Dial-A-Teacher

## **Parent Responsibilities**

As parents we will support our children's learning in the following ways:

- Making education a priority.
- Making sure my child is on time and prepared everyday for school.
- Discussing with my child his or her daily activities.
- Scheduling daily homework time and making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my child's education.
- Communicating with school by promptly reading all notices sent home.
- Following the rules and regulations of the school including the school discipline code.

## **Parent Coordinator**

The Parent Coordinator serves as the liaison between the parents and the administration of the school. She communicates parental issues to the administration while encouraging parents to become active participants in the school community. This liaison uses a variety of means (mail, phone, school notices, personal contact and monthly parent newsletter) to inform parents of upcoming events. With guidance from our parent coordinator and cooperation from our administration, faculty and parents, we are establishing a Learning Leaders program in our school. Learning Leaders is an organization that trains and facilitates parent volunteers to assist in classrooms, the cafeteria and the Library. Our parents support and participation enhances our learning environment.

## **Parent & Teacher Compact**

Communication between parents and teachers is maintained and continuous throughout the school year. In the beginning of the year, parents are asked to participate in a class orientation meeting. At this meeting the parents are given the opportunity to view the child's classroom and pose any questions or concerns to the teacher. The teacher uses this time to introduce the curriculum and goals for the school year. The teacher provides ideas to the parents on how to monitor their children's progress. Parents are encouraged to observe their children at work during Open School Week. These visits give the parents the opportunity to view methodologies and strategies used in their child's classroom. Parent/Teacher conferences occur once in the fall and once in the spring. These meetings give parents an opportunity to view their child's portfolio, tests and to discuss progress.

Our school community has created many opportunities to learn. We also provide workshops in the evening to meet the needs of our diverse community. For example, parents are invited to participate in curriculum nights in which they can experience the curriculum and learning activities that their children experience.

## **Annual Review of the Parent Involvement Plan and Compact**

The Parent Involvement Plan and Compact shall be reviewed annually during the January and February School Leadership Team meetings and distributed to all parents at the March PTA meeting.

Filename: 21K199 CEP 2009-2010\_ Final.doc  
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Batch15\Process\CEP\_K199  
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Data\Microsoft\Templates\Normal.dot  
Title:  
Subject:  
Author: Sharon Rencher  
Keywords:  
Comments:  
Creation Date: 1/5/2010 3:40:00 PM  
Change Number: 29  
Last Saved On: 3/8/2010 3:15:00 PM  
Last Saved By: partha  
Total Editing Time: 1,319 Minutes  
Last Printed On: 3/8/2010 3:16:00 PM  
As of Last Complete Printing  
Number of Pages: 55  
Number of Words: 18,899 (approx.)  
Number of Characters: 107,729 (approx.)