



P.S. 199 FREDERICK WACHTEL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 199 FREDERICK WACHTEL
ADDRESS: 1100 ELM AVENUE
TELEPHONE: 718-339-1422
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010199 **SCHOOL NAME:** P.S. 199 Frederick Wachtel

SCHOOL ADDRESS: 1100 ELM AVENUE, BROOKLYN, NY, 11230

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

SCHOOL CONTACT PERSON: ROSALIA BACARELLA **EMAIL ADDRESS** RBacarella@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: Samina Azam

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: NEAL OPROMALLA

SUPERINTENDENT: ISABEL DIMOLA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
ROSALIA BACARELLA	*Principal	Electronic Signature Approved.
Gina Leahy	CSA - Council of School Admin Chair	Electronic Signature Approved.
Andrew Rosenberg	*UFT Chapter Leader	Electronic Signature Approved.
Samina Azam	*PTA President	
Anis Khan	Title I Parent Representative	
Elizabeth Serrano	Parent	
Lily Haripersauld	Parent	
Gamalier Deacosta	Parent	
Desiree Tomaselli	Teacher	
Lisa Esposito	Teacher	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS199, a Pre-K to 5 school in 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.

Curriculum

The Reading and Writing Workshop is the model for teaching literacy. 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. In 2009-2010, 61% of our 3rd, 4th, and 5th grade students earned a level 3 or 4 on the New York State ELA test and 73.2% earned level 3 or 4 on the New York State Math test. In 2009-2010, New York State raised the scaled score required to earn a level 3 or 4 on the ELA and Math test. As a result, the percentage of students achieving a level 3 or 4 decreased. We are addressing this by raising the level of rigor in all of our instruction and providing professional development to teachers on the new Common Core Standards.

PS199 students receive science instruction from two full-time science teachers. Ninety percent of our 4th grade students scored at levels 3 and 4 on the spring 2010 New York State Science assessment.

Through our Social Studies program, students explore the essential questions of communities, geography, economics, government and history and how they affect our world and lives. Ninety percent of our fifth grade students received level 3 and 4 on the 2009 New York State Social Studies Assessment. PS 199 also has a Fifth Grade Debate Team.

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. Fourth grade students experience ballroom dancing through our partnership with American Ballroom Theater.

ELL/AIS Services

Approximately 31% of students are ELLs. We have a bilingual Yiddish Special Education program, one of only three in New York City. We serve over 154 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 is a Phase I school in New York City's Special Education Reform Initiative. We offer self-contained special classes, as well as CTT classes at the Kindergarten, 1st, 2nd, and 4th grade level. In addition, our school offers comprehensive services including SETSS, Occupational Therapy, Speech, Physical Therapy and Guidance.

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, Musical Theater, Photography and Science.

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 The Little Mermaid which was produced in June 2010.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 199 Frederick Wachtel								
District:		21	DBN #: 21K199		School BEDS Code:					
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	36	32	36		93.8	94	TBD			
Kindergarten	72	88	82	Student Stability - % of Enrollment:						
Grade 1	85	76	88							
Grade 2	68	93	82	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	81	68	86		91.8	94.81	TBD			
Grade 4	69	77	68	Poverty Rate - % of Enrollment:						
Grade 5	64	72	76							
Grade 6	7	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		65.4	65.4	81.9			
Grade 8	0	0	0	Students in Temporary Housing - Total Number:						
Grade 9	0	0	0							
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	3	TBD			
Grade 12	0	0	0	Recent Immigrants - Total Number:						
Ungraded	8	1	9							
Total	490	507	527	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					11	12	17			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			

# in Self-Contained Classes	35	37	42	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	0	12	19	Superintendent Suspensions	0	0	TBD
Number all others	30	26	35				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	13	13	13				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	101	112	135	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	47	Number of Teachers	42	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	14	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	92.9	100	TBD
				% more than 2 years teaching in this school	76.2	81.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	69	67.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	98	TBD
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	97.7	TBD
Black or African American	2.4	2.4	2.7				
Hispanic or Latino	17.6	16.8	16.5				
Asian or Native Hawaiian/Other Pacific Isl.	32	31.8	32.3				
White	47.6	48.3	47.2				
Multi-racial							

Male	52.9	53.3	53.7	
Female	47.1	46.7	46.3	

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09		
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	65.8	Quality Statement Scores:	

Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 199 is a school in good standing according to the 2008-2009 New York State School Report Card. Our school made Annual Yearly Progress in English Language Arts, Mathematics and Science for 2009-2010. In ELA, Mathematics and Science, 100% of our students were tested.

In 2010, New York State raised the scale score required to meet Level 3 and 4 standards. As a result, the percentage of students that met Level 3 and 4 standards on the ELA and Math test decreased. In ELA, 44% of grade 3 students scored a level 3 or 4, 66% of grade 4 students met standards, and 75% of grade 5 students met standards. In mathematics, 63% of third grade students scored a level 3 or 4, 71% of grade 4 students met level 3 or 4 standards, and 85% of grade 5 students met standards. The greatest decline in scores was in grade 3. We will focus on providing increased interventions and instructional strategies to this cohort of students.

PS 199 received an overall evaluation of well developed on its Quality Review conducted in March 2010. The review noted several school strengths: school leaders and teachers collect a wide range of data to understand student and groups of students' needs; strategic programming decisions result in purposeful class assignments and effective teacher collaboration that positively affects student performance; social-emotional supports for students and families available within the school and through community partnerships result in improved outcomes; effective use of data to develop and monitor student goals and to differentiate instruction results in high levels of student engagement and improved outcomes for all students; high expectations, collaboration and respect amongst all constituencies, contribute to the positive learning environment where parents are true partners in their child's education; teacher teams use an inquiry approach to analyze student data resulting in deep understanding of student needs and coherence of instruction; and regular, ongoing evaluation of curricular and instructional decisions leads to timely revision of practice and instructional coherence throughout the school .

At the same time, the Quality Review noted areas for improvement. One key area for improvement is in curriculum mapping. The review pointed out that the depth and rigor of curriculum maps are inconsistent across subject areas other than English language, math and art. Another key area for improvement is to continue to develop and utilize tools that allow for greater consistency in the organizing and tracking of data by school leaders and teachers. The third area is to expand and develop structures that measure the impact of teacher teams on student outcomes across the school.

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 in 2009-2010 the grades focused on literacy. In 2009-10, 100% of classroom, AIS and ESL teachers participated in inquiry. In 2010-2011 we will continue the practice of data inquiry studies.

PS 199 became a Teachers College Reading and Writing Project School in 2009-10. As a Project School, teachers received staff development and support from two staff developers (one for grades K to 2 and another for grades 3 to 5), as well as attend workshops at Teachers College. The Principal, Assistant Principal and Coach also participated in study groups at the project so that they could effectively support the work. In 2010-11, the school will continue to grow in its practice of the Reading and Writing Workshop. In particular, teacher observations by both school leaders and TC staff developers indicate that student/teacher conferences and strategy group instruction is an area that needs further development.

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. 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 grade students receive ballroom dance instruction through American Ballroom Theater. 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 science. Students in this program have performed *Fiddler on the Roof*, *Annie* and *The Little Mermaid* at evening performances for parents and a school day assembly for fellow students.

PS 199 earned a B on our 2009-2010 Progress Report. Our median growth percentile was 74 in ELA and 77 in Math. As mentioned earlier, student performance on the state assessments decreased. Our school environment score increased from a D to a B. This increase was primarily due to higher marks from teachers and staff.

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.

This year's challenging budget presents a significant barrier to success. In order to meet budget constraints, we did not hire any new additional teachers and placed one general education teacher in excess, even as our enrollment has increased. This has resulted in increased class size in the second and fourth grade. While our ESL population also continues to grow, we are unable to hire another full-time ESL teacher. We also had to decrease our participation with arts partners such as

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

Annual Goal	Short Description
<p><input type="checkbox"/></p> <p>As recommended in our most recent Quality Review (March 2010), our goal is to expand the depth of curriculum maps in order to elevate the rigor in our Social Studies instruction. In addition, we want to align this work to the Common Core Standards so that we may support higher student achievement.</p> <p><u>By June 2011, all classroom teachers (28 out of 28 teachers) across all grade levels, Kindergarten – grade 5, will have mapped the social studies curriculum using a curriculum mapping software tool and will have used the data gathered to analyze needs and set at least two Social Studies content area goals which relate to the Common Core Standards in each grade. In addition by June 2011, teachers will have developed a rubric for writing in Social Studies which meets the new common core standards and 80% of students in each grade will meet the standards for at least a 3 on this rubric on a final writing piece.</u></p>	<p><input type="checkbox"/>Expand and deepen curriculum mapping in Social Studies using curriculum mapping software tools.</p>
<p><input type="checkbox"/>In the 2010-11 academic year, PS 199 will implement Teachers College Assessment Pro as a way to consistently organize and track reading assessment data for all students. This will enable us to track student reading skill mastery and levels against quarterly benchmarks and enable us to provide students with appropriate interventions and challenging instruction.</p> <p><u>By June 2011, all classroom teachers (28 out of 28 teachers) will have entered and analyzed data across 4 assessment windows: September, November, March and June. After each assessment window, a new reading level target will be set for each student. Students that are struggling and not increasing in their reading levels will be provided with interventions. Setting individual student reading level targets will support all students in meeting high literacy expectations.</u></p>	<p><input type="checkbox"/>Consistently track and organize reading assessment data using TC's Assessment Pro.</p>
<p><input type="checkbox"/>As PS 199 continues in its second year as a Teachers College Reading and Writing Project School, we will continue to deepen</p>	<p><input type="checkbox"/>Increase teacher skill in student/teacher conferences and</p>

our understanding of how the workshop model can be leveraged to increase student achievement in reading and writing. In particular, we will focus on increasing teachers' skill in teacher/student conferences and strategy group instruction as a way to increase student progress.

TC has established new benchmark reading levels that correlate to the new more rigorous standards set by New York State for proficiency in ELA. TC set these benchmarks by analyzing the reading levels and ELA scores of students in their Assessment Pro database. When we analyzed our TC assessment data from June 2010, we found that only 37% of third grade students and 57% of fourth grades students met the new TC benchmarks for Levels 3 and 4. By comparison, 44% of third grade students received a Level 3 or 4 in the New York State ELA and 66% of fourth graders received a Level 3 or 4. By increasing teacher skill in conducting one-to-one conferences and small strategy group instruction, we expect an increased number of students will be able to meet the new TC benchmarks and at the same time increase performance on the New York State ELA.

By June 2011, we will raise the achievement of this cohort of students (this year's 4th and 5th graders) by 15%: 52% of all 4th grade students (last year's third graders) and 72% of all 5th grade students (last year's fourth graders) will meet the new TC benchmarks for Levels 3 and 4.

strategy group instruction in order to increase student progress in literacy.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>As recommended in our most recent Quality Review (March 2010), our goal is to expand the depth of curriculum maps in order to elevate the rigor in our Social Studies instruction. In addition, we want to align this work to the Common Core Standards so that we may support higher student achievement.</p> <p><u>By June 2011, all classroom teachers (28 out of 28 teachers) across all grade levels, Kindergarten – grade 5, will have mapped the social studies curriculum using a curriculum mapping software tool and will have used the data gathered to analyze needs and set at least two Social Studies content area goals which relate to the Common Core Standards in each grade. In addition by June 2011, teachers will have developed a rubric for writing in Social Studies which meets the new common core standards and 80% of students in each grade will meet the standards for at least a 3 on this rubric on a final writing piece.</u></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Our network (#409 Neal Opromalla) has established a relationship with Collaborative Learning Inc., a leading curriculum mapping software tool, and PS 199 will leverage this resource. As a result of the networks' relationship, PS 199 will receive a minimum of 10 software subscriptions and at least 10 hours of web professional development for our teachers beginning in September at no cost to the school. Additional subscriptions and professional development will be purchased as needed. • At the June 2010 Chancellor's Professional Development day, the entire faculty received an overview of Curriculum Mapping from noted expert, author and consultant Dr. Marie Alcock. Dr. Alcock also met with the Instructional Team and school leadership to begin outlining a plan for implementing dual purpose curriculum mapping at PS 199 as a way to raise student achievement. We will continue to work with Dr. Alcock to guide us in this process. • Using dual purpose mapping, PS 199 will map the

	<p>taught curriculum and at the same time analyze the data in order to identify areas for increasing rigor and therefore positively impacting student achievement. This baseline map with goals/revisions will constitute our essential map for September 2011.</p> <ul style="list-style-type: none"> • We will integrate our work with the Common Core Standards by target mapping the common core standards in writing as it relates to Social Studies and developing a rubric for writing in Social Studies that meets the Common Core. • Teachers will assign at least three Social Studies projects which embed the Common Core Writing Standards. The Writing in Social Studies rubric will be used to assess student mastery of these standards. • A teacher will be assigned to lead the Curriculum Mapping and Common Core Standards implementation roll out.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> NYSTL software money will be used to purchase Collaborative Learning Inc. software subscriptions. • Title I SWP funds will be used to support professional development for teachers and administration. • Fair Student Funding will be used for teacher per session to map curriculum.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> By October 15, at least one teacher on each grade will have been assigned a software subscription for Collaborative Learning and each teacher will have attended at least one web-based training session. • By November 15, training will have been turn-keyed to all the teachers on the grade. The process of diary mapping the social studies curriculum, paying close attention to the writing common core targets, will have started. • By January 1, teachers will have developed a rubric for writing in Social Studies and developed three writing tasks which embed the Common Core Standards for writing. These tasks will be spread out from January to June. The principal will collect these writing assignments and work with teachers to analyze the work and set targets for improvement. • By February 1, at least two units of study in Social Studies will have been mapped on each grade. Each grade will have analyzed the data to set a curriculum goal/revision for February to June. • By June 1, all grades will have finished mapping the Social Studies curriculum and common core target; data will have been analyzed and a new goal/revision set for the 2011-2012 academic year. • <u>Finally, the evidence of increased student achievement will be that 80% of students in each grade will meet the standards for at least a 3 on the final writing piece using the</u>

developed rubric. Other evidence will include the maps, the rubrics and the student writing.

Subject Area (where relevant) :	Data Tracking/Reading
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> In the 2010-11 academic year, PS 199 will implement Teachers College Assessment Pro as a way to consistently organize and track reading assessment data for all students. This will enable us to track student reading skill mastery and levels against quarterly benchmarks and enable us to provide students with appropriate interventions and challenging instruction.</p> <p><u>By June 2011, all classroom teachers (28 out of 28 teachers) will have entered and analyzed data across 4 assessment windows: September, November, March and June. After each assessment window, a new reading level target will be set for each student. Students that are struggling and not increasing in their reading levels will be provided with interventions. Setting individual student reading level targets will support all students in meeting high literacy expectations.</u></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will be provided with professional development on Assessment Pro within the first two weeks of the school year. • Teachers will be supported in entering TC assessment data by the Literacy Coach and 2 TC staff developers. • TC staff developers will lead each grade in analyzing the data following each assessment window. • Target reading levels, based on the new benchmarks that align to proficiency in the New York State ELA test, will be established for each student as a result of this analysis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • PS 199's contract with TC includes Assessment Pro and professional development for teachers. • \$33,600 Title I SWP funds have been allocated to Teachers College Reading and Writing Project. • The Literacy Coach, supported by TC staff developers, will lead the inputting of data by each classroom teacher and the associated professional development. • Teachers will continue to have 2 common preparation periods per week so that they can participate in TC professional development.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of</p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Reports from TC Assessment Pro will show data from 4 assessment windows: September, November, March, and June.

periodic review; instrument(s) of measure; projected gains

- The reading targets set by each teacher for each individual student after each assessment window and interventions provided to students who did not progress in reading levels will be evidence of the impact on student achievement.

**Subject Area
(where relevant) :**

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> As PS 199 continues in its second year as a Teachers College Reading and Writing Project School, we will continue to deepen our understanding of how the workshop model can be leveraged to increase student achievement in reading and writing. In particular, we will focus on increasing teachers' skill in teacher/student conferences and strategy group instruction as a way to increase student progress.</p> <p>TC has established new benchmark reading levels that correlate to the new more rigorous standards set by New York State for proficiency in ELA. TC set these benchmarks by analyzing the reading levels and ELA scores of students in their Assessment Pro database. When we analyzed our TC assessment data from June 2010, we found that only 37% of third grade students and 57% of fourth grades students met the new TC benchmarks for Levels 3 and 4. By comparison, 44% of third grade students received a Level 3 or 4 in the New York State ELA and 66% of fourth graders received a Level 3 or 4. By increasing teacher skill in conducting one-to-one conferences and small strategy group instruction, we expect an increased number of students will be able to meet the new TC benchmarks and at the same time increase performance on the New York State ELA.</p> <p><u>By June 2011, we will raise the achievement of this cohort of students (this year's 4th and 5th graders) by 15%: 52% of all 4th grade students (last year's third graders) and 72% of all 5th grade students (last year's fourth graders) will meet the new TC benchmarks for Levels 3 and 4.</u></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none">• TC Staff Developers, supported by the Literacy Coach, will provide professional development to teachers on how to research and analyze student data in reading and writing in order to determine what students need to learn.• TC Staff Developers, supported by the Literacy Coach, will model one-to-one student conferences and strategy group instruction.• A consistent method for recording student conference and strategy group instruction data will be implemented and monitored on a monthly basis.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will be programmed for 2 common preparation periods per week so that they may continue to participate in TC professional development, collaborative planning and analyzing of student data. • In order to facilitate 2 common preparation periods per week, additional cluster positions are required (approximately 2 FTE positions). The cluster positions will include science (2 positions), technology (1), physical education/health (1.6), library (1), art (.8) and music (.6). • Title I SWP funds will be used for the TC contract.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>TC Assessment Data will be monitored in November, March and June. In June, the data will show that 52% of all 4th grade students (last year's third graders) and 72% of all 5th grade students (last year's fourth graders) will meet the new TC benchmarks for Levels 3 and 4.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	4			
1			N/A	N/A	2			
2	8		N/A	N/A	1			
3	20	16	N/A	N/A				
4	39	20			2			
5	14	14	7					
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> A Wilson certified teacher provides Academic Intervention Services to students in Grade 3, 4 and 5 using the Wilson program during the school day. Another AIS teacher provides push in academic intervention services during the school day in small groups in grades 2, 3, 4 and 5 to students either performing at levels 1 or 2 or at risk for not meeting the state standards. One- to-one tutoring is provided to fifth graders at risk for not performing on grade level according to state standards/assessments. An after school program will be offered to students two times a week to support their acquisition of reading strategies and to prepare them for the state assessment.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> 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 will be offered to support students and prepare them for the state assessment.</p>
<p>Science:</p>	<p><input type="checkbox"/> 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>Social Studies:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> 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>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> N/A</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K to 5

Number of Students to be Served:

LEP 165

Non-LEP 25

Number of Teachers 4

Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

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 and Math assessments. In order to support students in Early Childhood grades, the Title III program in 2010-2011 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 25 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 100 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.

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.

Section III. Title III Budget

School: PS 199
BEDS Code: 332100010199

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,484	<input type="checkbox"/> 150 hours for 2 ESL teachers, 1 Art teacher, and 1 Music teacher (150 hours @ \$49.89 = \$7,484
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,196	<input type="checkbox"/> Big books, leveled books, music, art, supplies.
Educational Software (Object Code 199)	\$15,000	<input type="checkbox"/> 100 student licenses for Imagine Learning English

Travel	\$0	<input type="checkbox"/> N/A
Other	\$0	<input type="checkbox"/> N/A
TOTAL	\$23,680	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The ESL Coordinator keeps a record of languages spoken at home for each class based on the Home Language Survey. This informs us of the languages we need to make available to our parents.

The Principal, with the Parent Coordinator, enlists 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. For languages that are not spoken by staff members, translators are hired or 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.

Written notices, including report cards are made available in various languages.

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.

After reviewing the Home Language survey, the language needs of our school are primarily Spanish, Russian, Bengali and Urdu. Staff members are available to provide oral and written translations to parents in Russian, Spanish and Urdu. Many PTA members are fluent in Spanish, Russian, Bengali 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

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.

Our parent handbook has already been translated into Spanish and Chinese by an outside vendor and it is anticipated that we will contract with this vendor to translate the handbook into Russian, Bengali and Urdu as well. All DOE letters are provided to parents in the translations available.

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 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>.

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, 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 2010-11:	\$332,812	\$163,408	\$496,220
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,330	\$1,634	\$4,964
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,650	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,600	*	

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

98%

6. 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.

One teacher who was not highly qualified in 2008-2009 because she was teaching out of license is now teaching in license. Our school should be 100% highly qualified in 2009-2010.

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

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

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

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

P.S. 199 Parent Involvement Plan and Compact

Parents are encouraged to be active partners in their children's education in a variety of ways. PS199 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 School 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

PS199 is a 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.
- Following the rules and regulations of the school including the school discipline code.

Parent and Teacher Compact

Communication between parents and teachers is maintained continuously 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.

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.

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.

School and Parent 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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please see the Needs Assessment in Section IV.

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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

The Reading and Writing 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 2009-2010 academic year, we deepened our understanding of the workshop model by becoming a Teachers College Reading and Writing Project school. We will continue as a project school in 2010-2011. In addition, PS 199 continues to deepen its understanding of how to use data to improve and drive instruction through the inquiry process. In 2010-2011, our inquiry work will focus on raising the achievement of our students in math. 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. 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 communicate 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 Parent Involvement Policy and Parent Compact above.

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.

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To

consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I ARRA	Federal	Yes			\$163,408	X	

Title I SWP	Federal	Yes			\$332,812	X	
Title I Translation	Federal	Yes			\$1,329	X	
Title IIA Supplemental	Federal	Yes			\$12,504	X	
Title III LEP	Federal	Yes			\$23,680	X	25
IDEA ARRA CTT	Federal	Yes			\$61,230	X	
IDEA ARRA Rel Services	Federal	Yes			\$61,359	X	
IDEA IEP Para	Federal	Yes			\$203,468	X	
IDEA Mandated Counseling	Federal	Yes			\$19,518	X	
Contract for Excellence	State	Yes			\$51,712	X	

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to

promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 Not Applicable
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

0

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

Free breakfast and lunch is provided to students in temporary housing. At-risk counseling is also provided on an as needed basis.

Part B:

Part B - For Non-Title I Schools

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 199 Frederick Wachtel						
District:	21	DBN:	21K19	School		332100010199	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	32	36	32		93.8	94.0	93.9
Kindergarten	88	82	75	Student Stability - % of Enrollment:			
Grade 1	76	88	92	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	93	82	92		91.8	94.8	94.0
Grade 3	68	86	78	Poverty Rate - % of Enrollment:			
Grade 4	77	68	86	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	72	76	68		65.4	81.9	77.4
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	3	0
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		11	12	17
Grade 12	0	0	0	Special Education			
Ungraded	1	9	9	Suspensions (OSYD Reporting) - Total Number:			
Total	507	527	532	<i>(As of June 30)</i>	2007-	2008-	2009-
					0	0	0
				Principal Suspensions	0	0	0
				Superintendent Suspensions	0	0	1
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	13	13	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		00	00	10
# receiving ESL services only	112	135	TBD	Number of Teachers	42	43	46
# ELLs with IEPs	4	47	TBD	Number of Administrators and Other Professionals	13	14	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	7	17

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	92.9	100.0	100.0
				% more than 2 years teaching in this school	76.2	81.4	82.6
				% more than 5 years teaching anywhere	69.0	67.4	67.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	93.5
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers	97.4	97.7	92.7
Black or African American	2.4	2.7	3.0				
Hispanic or Latino	16.8	16.5	18.2				
Asian or Native Hawaiian/Other Pacific	31.8	32.3	32.7				
White	48.3	47.2	45.9				
Male	53.3	53.7	53.0				
Female	46.7	46.3	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	56.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	7.2	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	35.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 21	School Number 199	School Name Frederick Wachtel
Principal Rosalia Bacarella		Assistant Principal Gina Leahy	
Coach Nancy Zaugg		Coach	
Teacher/Subject Area Mark Wasser/ESL		Guidance Counselor Lauren Horowitz	
Teacher/Subject Area Felene Catell/Grade 4		Parent Samina Azaan	
Teacher/Subject Area		Parent Coordinator Rita Velic	
Related Service Provider Elka Arnold		Other	
Network Leader Neil Opromolla		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	500	Total Number of ELLs	165	ELLs as Share of Total Student Population (%)	33.00%
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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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PS 199 is a Pre K-5 school servicing approximately 535 students with many cultural backgrounds. Our English language learner population is approximately 165 students which is approximately 33% of our total Kindergarten to fifth grade population. The school employs 5 certified ESL teachers, 2 certified bilingual teachers and 1 ESL certified coordinator. Our two bilingual teachers are also certified special education teachers.

1. 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 the ESL teachers -- Aimee Grassini, Mark Wasser, and Klara Kitroser -- conduct an informal interview with the parent/guardian and student at this time. If the parent or student needs the interview in another language, we provide translation services through staff members. The staff members utilized in this process are Klara Kitroser, Anna Dopyera, Anna Doktor, Jacqueline Lopez, Jennifer Sabino and Farhat Zaka. In addition, we also use the Translation Services hotline if a staff member is not available in a language that a parent speaks.

If a child meets the requirements to be tested through the LAB- R, the student is administered the test within 10 days by one of our licensed ESL teachers or our licensed ESL Coordinator. These 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 ELLs are tested in the spring in the NYSESLAT. All students are given the mandated testing time. As the results are posted, 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 as entitled as per the LAB R receive entitlement letters and an invitation to a parent orientation meeting in their native language and in English.

2. At the Parent Orientation meeting, parents view the video explaining the three programs being 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 and Brochures are also made available in other languages. At this time parents choose a program that best suits the needs of their child. Every effort is made to honor their choices.

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.

3. Teachers of ELLs meet regularly to ensure that all necessary documentation is distributed to the parent/guardian of our ELL students. Copies of entitlement letters and Parent Surveys are filed in the ELL students' cumulative record folder and a copy is maintained in the ESL coordinator's office. If a form is not returned, the ESL Coordinator works with the Parent Coordinator to reach all parents/guardians.

4. Parent Selection forms are reviewed and every effort is made to honor parent choices. Parents are informed of student placement through a placement letter. The letter is distributed in English and their native language.

5. After reviewing Parent Survey and Selection forms, the trend for our school over the past few years indicates ESL. It appears that over 90% of our parents choose English as a Second Language as the program choice for their students. Program models in our school are aligned with parent requests as per the Parent Survey.

6. We honor parent choice and we align our program models with parent choice. If at anytime our numbers reflect the need for a Dual Language or a Transitional Bilingual Education program, parents will be informed and classes will be opened accordingly.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>		1	1	1	1									4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	3	3	3	1								16
Total	3	4	4	4	4	1	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	165	Newcomers (ELLs receiving service 0-3 years)	146	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8		8	3		3				11
Dual Language										0
ESL	138		26	16		5				154
Total	146	0	34	19	0	8	0	0	0	165

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	7	5	7	8	4								41
Chinese	1	2	3			2								8
Russian	12	13	4	4	1	4								38
Bengali	3	4	4	3	2	2								18
Urdu	3	6	5	5	5	1								25
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1			2									3
Other	3	6	3	3	4	2								21
TOTAL	32	39	24	22	22	15	0	154						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered through a push in and pull out model. Students are grouped by grade and proficiency level. Beginner and intermediate students receive 360 minutes of ESL instruction and advanced students receive 180 minutes of ESL instruction weekly.

2. 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 ESL instruction weekly.

In kindergarten, we have three push in ESL groups. All three groups meet for eight periods weekly. Each group has approximately 13 children. In grade one, there are 3 push in classes and one pull out group of students. Each group has approximately 16 children. There are two second grade classes with ESL students. One class, with 10 beginner, intermediate and advanced students, is serviced using a push in model. In the other second grade class, a licensed ESL teacher services 13 of her students.

In grade three students are serviced through a push in model. An ESL teacher pushes into one class eight periods weekly servicing 12 beginner and intermediate students. A second third grade class contains 4 advanced students and the students are serviced through a push in model 4 periods weekly. In grades 4 and 5, students are serviced through a push in model as well. In grade 4, seventeen students receive ESL push in services in two separate classes. In grade 5, there are 14 students receiving these services.

Our two special education classes are provided services through a push in model.

We do not have any self contained ESL classes.

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

4. Instruction is differentiated for all students based on their specific needs. Goals are set for all ELLs and instruction is tailored to meet the needs of individual students. Strategies are utilized to meet individual learning targets.

a. We do not have any SIFE students, but in the event we did, those students would receive academic intervention in the form of small group instruction. They would also be invited to attend the 37.5 extended part of our day and after-school academic programs that are targeted to their specific learning needs.

b. The majority of newcomers (0 to 3 years of ESL instruction) are in the early childhood grades. The curriculum in these early grades is focused on literacy skills such as 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, using pictures and sentence frames.

c. The needs of ESL students receiving services 4 to 6 years 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.

d. As a Pre K to 5 school, PS 199 has no long term ELLs receiving services more than 6 years.

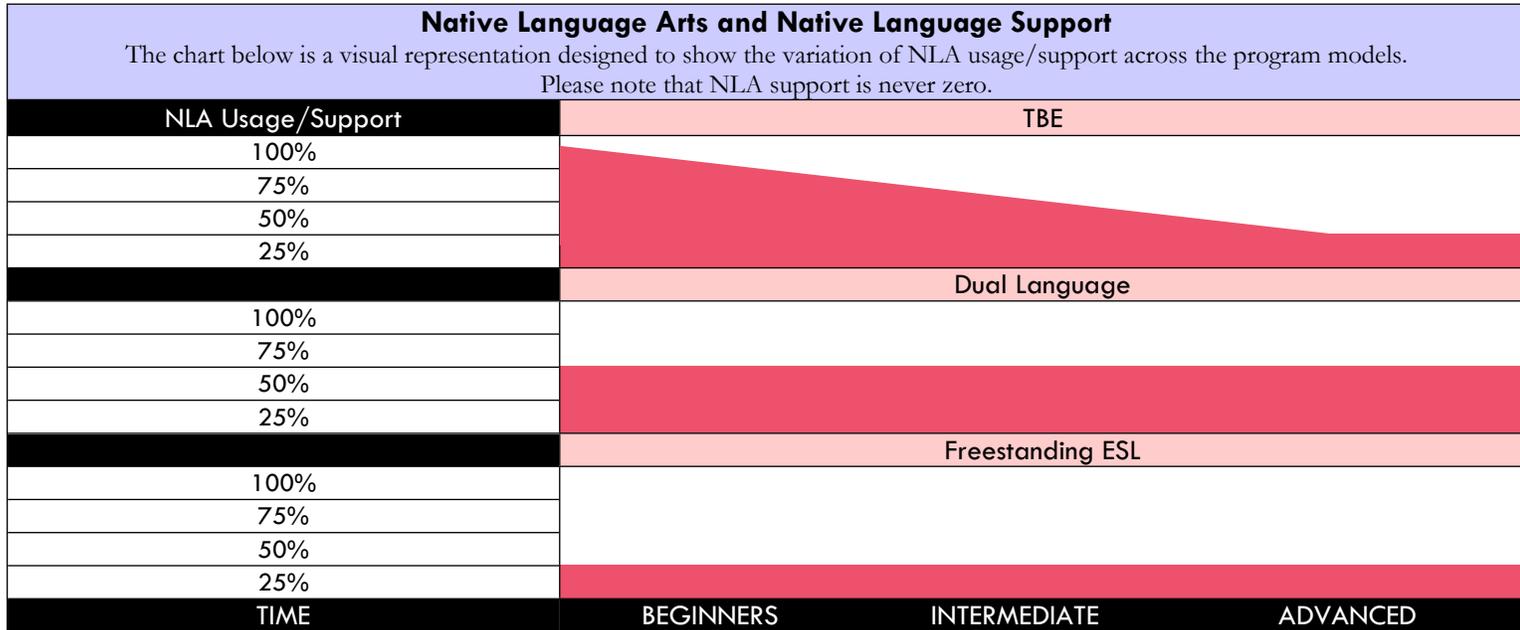
e. For those ELL students with special needs our school implements Wilson intervention for students qualifying based on the WADE assessment. Our academic intervention teacher, who is Wilson trained and certified, targets those ELL students who have difficulty with decoding and fluency.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. 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 bi-monthly to look at student work, identify interventions and set goals for student learning. The teachers implement interventions and 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.

6. Transitional ELL's receive support for two years after attaining proficiency through academic interventions before and after school. Transitional ELL's 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.

7. During the new school year, we will be implementing Wilson Intervention for our lowest functioning ELLs in grades 3, 4 and 5. Our academic intervention teacher is Wilson certified and will be targeting ELLs with difficulty with decoding and fluency.

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

8. At this time no programs will be discontinued for ELLs.

9. ELLs participate in the full curriculum offered at PS 199, including Literacy, Math, Social Studies, Science, Technology, Music, Art and Physical Education. ELL's attend extended day to receive small group instruction and are invited to attend the ELA, Math and Science afterschool programs along with their non-ESL peers to prepare for the state exams. A Title III ESL program, combining literacy instruction and the arts, is offered to ELL students in first and second grade. ELLs in the third through fifth grades are included in an after-school arts and enrichment program that meets once per week.

10. Technology is used to support ELLs through the Imagine Learning computer program. Through this program students will improve their English proficiency. In addition, computers, overhead projectors and Smart Boards are available to enhance the teaching and learning of all students, including ELL's.

11. Students are supported in their native language in the ESL and Bilingual 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 languages part of the day.

12. 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.

13. To support newly enrolled ELL's before the school year, an informal interview is conducted in English and in native languages. Parent/Guardians receive a Parent Handbook to help them assimilate into the school. The school has been progressively translating the Parent Handbook into native languages and it is currently available in Spanish and Chinese. Parent Orientations are conducted to inform parents of the various models and programs.

14. As an elementary school, PS 199 does not offer language electives.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. Teachers of ELLs, including the general education teachers, subject area teachers, bilingual teachers, ESL and special 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 Workshop model which the school uses. This philosophy of teaching allows teacher modeling, 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. All teachers receive professional development through Teachers College on teaching ELLs. Our paraprofessionals have also taken part in lunch and learns in which meeting the needs of ELLs and the role they can play to support these children has been addressed. Our related services providers attend professional development for ELLs along with the staff during Election Day, Chancellors Day, common planning periods and faculty conferences.

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

Assistant principals, paraprofessionals, secretaries, guidance counselors, and parent coordinators attend professional development in school and are encouraged to attend workshops provided by the Department of Education.

2. Our guidance counselor, Lauren Horowitz, provides support to ELL students and their families as they consider their middle school options. She also provides assistance in the completion of the Middle School forms. This year an evening workshop was held for 5th grade parents at which translators were available to help parents complete the application forms.

3. On a yearly basis, ESL Coordinator and Coach Nancy Zaugg conducts the mandatory 7.5 hours of ESL training for teachers who have not had the PD. As part of this PD, staff members are informed of the ELL identification process, strategies for supporting our ELL population and what we can do as a collaborative team to help our ELL population prepare for the NYSESLAT. These training sessions are held on professional development days, during common preps and faculty conferences. Intervisitations in which teachers visit classes with ELL students are also set up as part of this training. This gives them the opportunity to see the interaction between the ESL teacher and the classroom teacher in a collaborative team teaching model. Videos are taken of this particular type of collaborative team teaching and they are shared during our faculty conferences for all staff members to view. Teachers also visit pull-out self contained ELL classes as part of this training. This gives other teachers an opportunity to experience how the ELL teacher manages an entire class of ELL children and how ESL strategies are implemented. Teachers complete an exit form after their intervisitation and debrief with the teacher and the assistant principal. Teachers receive a certificate in their official file upon completion of the 7.5 hours.

E. Parental Involvement

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

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. The school utilizes the Language Interpretation and Translation Unit services as needed. Additional translators are available during parent meeting and parent teacher conferences.

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 ELLs are invited and encouraged to attend all parental involvement events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	14	5	9	9	7								63
Intermediate(I)	3	21	7	11	7	2								51
Advanced (A)	10	7	15	4	9	6								51
Total	32	42	27	24	25	15	0	0	0	0	0	0	0	165

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	2	2	1	0	0							
	I	10	3	1	5	2	1							
	A	12	9	12	9	6	3							
	P	16	8	7	5	5	5							
READING/ WRITING	B	11	2	7	7	4	1							
	I	21	7	11	6	2	1							
	A	7	13	4	7	7	6							
	P	0	0	0	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	5	1	0	19
4	4	7	1	0	12
5	2	5	1	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	8	0	3	0	0	0	18
4	4	0	7	0	1	0	1	0	13
5	1	0	4	0	3	0	1	0	9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

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

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

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

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

who require literacy and decoding support receive instruction through the Wilson Reading Program.

2. Of all of our kindergarten students who qualified to take the LABR, 38% scored proficient, 18 % scored as advanced, 6% scored as intermediate, and 38% scored as beginners. The data patterns reflect that most of our kindergarten ELL students are beginners. As students progress through the grades, most students advance levels and approximately 25% of students achieve proficiency on the NYSESLAT assessment each year, resulting in fewer beginners in grades 1 to 5. Out of the 7 newcomers that took the LABR in 1st and 2nd grades, 5 of them scored as beginners, 1 scored advanced while 1 scored proficient. In grades 3, 4 and 5 out of the 8 newcomers that took the LABR, 6 scored as beginners, 1 scored as an advanced while 1 scored proficient.

3. Patterns across NYSESLAT modalities reveal that performance in the reading/writing modality is weaker than performance in the listening/speaking modality. In grades 1 and 2, 9% of the population taking the exam scored as beginners on the listening/speaking modality while 20% scored as beginners on the reading/writing modality. 9% scored as intermediate on the listening/speaking modality whereas 41% scored as intermediate on the reading/writing modality. 48% scored on an advanced level in listening/speaking while 39% scored advanced on the reading/writing modality. Finally, in grades 1 and 2 we had 34% scoring proficient on the listening/speaking modality but 0% scoring proficient on the reading/writing modality.

In order to address the need for improvement in the reading/writing modality across first and second grade, an instructional decision was made to use the Foundations program to support all of our children. This program focuses on print knowledge, alphabet awareness, phonological and phonemic awareness, decoding, vocabulary, fluency and spelling. We also made the instructional decision to implement a push in model for our ESL instruction. This allows for our ELL students to receive additional support during reading and writing workshop. Our beginner and intermediate students also engage in Imagine Learning which is a computer software program that addresses and improves literacy skills.

In grades 3, 4, and 5 data patterns reveal similar findings as those in grades 1 and 2. 2% of our grade 3, 4, and 5 ELL students score as beginners on the listening/ speaking modality while 29% score as beginners on the reading/writing modality. On the intermediate level there were 19% scoring as intermediate on the listening/speaking modality whereas 21% scored as intermediate on the reading/writing portion. 43% scored advanced on the listening/speaking modality compared to 48% scoring advanced on the reading/writing modality. And in these grades 36% of the children scored proficient on the listening/speaking modality whereas only 2% scored proficient on the reading/writing modality. The data reveals that there is a need to support these students in order to improve their performance in the reading/writing modality. To do so, we've implemented the Wilson Intervention program for students that fall into the above category. Additionally, this program is offered to our newcomers who also make up a small percentage of our beginner population in grades 3 to 5. The Wilson program is designed to promote reading accuracy and spelling skills for students with such deficits. For additional support, our beginner and intermediate population utilize the Imagine Learning program which is also designed to improve literacy skills. The ESL teachers also provide support during reading and writing workshop by working in small groups to meet the needs of these students.

4. A. Of 165 ELL students, 61% are in grades K-2 and 39% are in grades 3-5. This is because approximately 25% of ELL students achieve proficiency on the annual NYSESLAT test, resulting in a smaller ELL population in the upper grades. Sixty-eight percent of the students in kindergarten, grade 1 and 2 are beginners and intermediates, while in grades 3, 4, and 5 seventy percent are beginners and intermediates. As stated above, these students tend to perform higher on the listening/speaking as opposed to the reading/writing modality.

In our Bilingual Yiddish program, there are 11 students who are part of our beginner population. These students also have special needs. In addition to language development, they are also challenged by other learning and health disabilities. As a result, they struggle with progressing on the NYSESLAT.

None of our students took assessments in their native language.

B. School leaders and teachers use the results of the Periodic Assessments to drive instruction in ESL, literacy and the content areas. Teachers set individual goals for students and tailor instruction to meet these goals. Teachers differentiate instruction for ELLs to accommodate language skills and content area requirements, often scaffolding their instruction with pictures, diagrams and other instructional strategies. School leaders use the results of periodic assessments to determine the needs of the school and professional development for the teachers.

C. School leaders are informed from the periodic assessments that additional literacy skills are needed for ELL students to gain proficiency. Data shows that our ELLs need support in language acquisition, vocabulary and writing. School leaders have made instructional decisions to support these needs. School leaders have implemented the following programs for ELLs: Foundations, Wilson Intervention, Imagine Learning, extended day and after school programs in Literacy, Math, Science, ESL and the Arts. These are programs we have offered to improve the

literacy skills of our ELLs.

None of our ELL students completed the Periodic Assessments in their Native Language.

5. N/A

6. Programs for ELLs are evaluated by looking at results from the NYSESLAT, state tests and Teachers College Assessments. The Imagine Learning Software also provides reports on student progress in the program.

Part VI: LAP Assurances

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		