



**JESSE ISIDOR STRAUS ELEMENTARY SCHOOL  
PS 199M**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 03M199**

**ADDRESS: 270 WEST 70<sup>TH</sup> STREET, NY, NY 10023**

**TELEPHONE: 212-799-1033**

**FAX: 212-799-1179**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 03M199      **SCHOOL NAME:** Jesse Isidor Straus

**SCHOOL ADDRESS:** 270 West 70<sup>th</sup> Street NY, NY 10023

**SCHOOL TELEPHONE:** 212-799-1033      **FAX:** 212-799-1179

**SCHOOL CONTACT PERSON:** Katy Rosen      **EMAIL ADDRESS:** Krosen2@  
schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rebecca Hank

**PRINCIPAL:** Katy Rosen

**UFT CHAPTER LEADER:** Peter Rockwitz

**PARENTS' ASSOCIATION PRESIDENT:** Michelle Ciulla-Lipkin

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 03      **CHILDREN FIRST NETWORK (CFN):** CFN 103

**NETWORK LEADER:** Yuet Chu

**SUPERINTENDENT:** Sara Carvajal

**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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* 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.

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PS 199 is a neighborhood K-5 school with 786 students. Our school is a barrier-free site with an accessible playground. We strive to teach students to take pleasure in learning and to be responsible members of the community. Most importantly, our teachers and support staff are dedicated, caring professionals who know the students as individuals and teach various strategies in order to tailor instruction to meet the needs of our diverse community.

Our mission is to nurture all aspects of the individual child, developing students to be curious, capable and confident. Each classroom is a combined library-publishing house-laboratory-studio where students are engaged in purposeful activities. We know that children learn from practicing authentic tasks, so our students have ample opportunities to read books, write for an audience, use numbers for real purposes, find answers to their own questions and express themselves creatively. The teachers design classrooms that are developmentally appropriate, offering challenges so that every child can make progress toward his or her full potential.

Our literacy curriculum follows the Teachers College Reading and Writing Project workshop model. Students learn to select their books to read and topics about which to write. They work independently, in partnerships and small groups at different times of the year. Math instruction follows the Everyday Math program, using manipulatives and games to develop concepts, reasoning and skills. The rigorous academic program is enhanced by art classes, chorus, music instruction and movement. We have partnerships with the National Dance Institute, Lincoln Center Institute, Vital Theatre and New York Philharmonic.

Our motto is "Work Hard - Be Kind". Children are taught not only to organize for effort and strive for high standards; they also learn to understand and respect others in our diverse world. Older students have weekly opportunities to work with younger students as "reading buddies" and as mentors to our special needs students. We are committed to giving all students the foundation they can use to follow their interests and develop their strengths. Parents are vital members of the school community, active as volunteers and participants in shared decision-making. There are numerous parent committees, working on such issues as nutrition, environment, diversity and parent education that contribute to the enrichment of the school community.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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				
<b>School Name:</b>	P.S. 199 Jesse Isidor Strauss3			
<b>District:</b>	3	<b>DBN #:</b>	03M199	<b>School BEDS Code:</b> 310300010199

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input 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 type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.3	95.0	TBD		
Kindergarten	145	176	171						
Grade 1	114	151	142	<b>Student Stability: % of Enrollment</b>					
Grade 2	115	120	137	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	107	113	95		97.3	96.9	TBD		
Grade 4	94	107	102						
Grade 5	92	83	77	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	16	15	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	14	16	0		9.9	6.7	12.1		
Grade 8	14	14	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	TBD		
Grade 12	0	0	0						
Ungraded	10	6	11	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	721	801	735		8	5	17		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	19	17	15						
No. in Collaborative Team	0	0	0	Principal Suspensions	1	3	TBD		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	82	76	81	Superintendent Suspensions	1	0	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	29	36	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	3	0	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	53	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	19	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	9	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.6	0.7	Percent more than two years teaching in this school	76.0	79.2	TBD
Black or African American	7.8	6.5	4.9	Percent more than five years teaching anywhere	62.0	71.7	TBD
Hispanic or Latino	10.5	10.4	10.9				
Asian or Native Hawaiian/Other Pacific Isl.	14.7	14.6	12.7	Percent Masters Degree or higher	96.0	91.0	TBD
White	66.4	66.7	67.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	94.6	TBD
Multi-racial							
<b>Male</b>	51.3	52.7	53.9				
<b>Female</b>	48.7	47.3	46.1				

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	N/A – not reviewed
<b>Overall Score</b>	87.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 school's 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?
- 

**The review of the school's educational program, including an analysis of accountability data, disclosed the following trends:**

**All students, with the exception of one, met promotional criteria this school year for ELA and Mathematics. Given these results, we decided to focus on other areas for the 2010-2011 school year.**

**During our class reviews in November of 2009, the teachers and administration noticed a trend, when discussing student achievement. There appeared to be a large number of students who were having attention difficulties. These students, across grades, were not able to easily finish assignments and were struggling in general with staying on-task. Achievement on State tests and teacher assessments did not indicate below average ability for these students. Our Inquiry team decided to develop a protocol to be distributed, which would identify these students, across the grades. For the 2010-2011 school year, we will follow these students and provide professional development to help classroom teachers and support staff work with them, in order to address their needs. This will result in more on-task behavior and productivity with regard to school work.**

**At the beginning of the 2009-2010 school year, input from the teaching staff indicated that there was a need for more science professional development. In addition, the staff expressed concern about incorporating more science teaching periods into their programs. For the 2010-2011 school year, we will work with FOSS staff developers as well as provide professional development on how to incorporate science into literacy and math units. Planning of field trips and celebrations will enhance the science curriculum as well.**

**In 2009-2010, our school added classes on several grades, allowing smaller class size. We will continue this trend for 2010-2011. The dedication of resources to maintain reasonable class size is a decision supported by all of our school's constituent groups.**

**In 2009-2010, our staff made huge strides towards incorporating technology into their instructional practice. Smart boards were installed in many classrooms, and extensive professional development was provided to teachers. For the 2010-2011 school year, we plan on continuing along this path.**

The growth of our school provides both a challenge and an opportunity for our continuous improvement. The need to mentor newly hired teachers is a responsibility we embrace. Our veteran teachers have the knowledge and willingness to assume leadership roles in helping novice teachers acquire the ability to teach using the best practices we have in place throughout the school. We have been able to recruit many highly-qualified teachers as we increase the number of classrooms in our organization and we also maintain a low turnover, which enables us to build our capacity. Staff development remains a high priority and we dedicate a significant amount of resources to training our teachers.

## 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.

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**Goal # 1:** Targeted students will increase their productivity and on-task behavior by June 2011, resulting in the accomplishment of 50% more class work.

The Inquiry Team will identify, along with teachers, a group of students who have difficulty staying on-task and who do not complete school work on a regular basis. Professional development will be provided to teachers to help them address the needs of these students. These students will then learn the tools which will help them to become more focused.

**Goal #2:** To develop and enhance our science curriculum across the grades, resulting in increased number of periods taught during the 2010-2011 school year.

Professional development will be provided and planning sessions will be held to assist teachers in implementing a richer and more frequently taught science curriculum.

**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):** Productivity and on-task behavior

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Targeted students will increase their productivity and on-task behavior by June 2011, resulting in the accomplishment of 50% more class work.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li><b>1. The school’s Inquiry Team will create a protocol to identify the target students.</b></li> <li><b>2. Teachers will collect data on productivity of the targeted students, including student self-assessments, student work samples and teacher’s observations.</b></li> <li><b>3. Professional development will be provided to teachers to aid them in learning the appropriate tools to use with these students.</b></li> <li><b>4. The school’s Inquiry team, with input from teachers, will develop a rubric to assess the performance of the targeted students, in eight week intervals.</b></li> <li><b>5. In June, 2011, a portfolio of work will be created for the targeted students. Students will also fill out another self assessment.</b></li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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><b>The Inquiry Team will use planning time to create a protocol. Teachers will receive Professional Development, funded by C4E allocations. FSF funds will be used to pay for absence coverage for PD sessions.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Periodic (at least every eight weeks) teacher assessments and observations of the targeted student will be recorded in a log for each of these students. Such log will travel with the students to their new classrooms every year, in order to keep track of their progress, along with their portfolio of work. These measures will indicate that an increase in productivity of 50% has occurred.</b></p>

**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):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop and enhance our science curriculum across the grades, resulting in increased number of periods taught during the 2010-2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. In September, have grade level planning sessions to establish strategies for implementing more science curriculum.</li> <li>2. Provide Professional Development from FOSS on how to incorporate science kits into curriculum.</li> <li>3. Provide Professional Development in incorporating science into the reading and writing curriculum (content area learning).</li> <li>4. Train paraprofessionals and parents to assist in setting up hands-on science labs in order to assist teachers with regard to time constraints.</li> <li>5. Organize at least one science field trip for each grade.</li> <li>6. Have “Super Science” celebrations, similar to publishing parties, at the end of the year to celebrate science accomplishments.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>Teachers will be granted planning time throughout the year, along with Professional Development Sessions. FSF funds will pay for Substitutes for PD coverages. C4E funds and PTA funds will pay for Professional Development activities.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**By June, 2011, number of periods of science taught will increase, as evidenced by the teachers' schedules and amount of science work produced by the students.**

**In addition to celebrations in reading and writing achievement, science celebrations will take place as well.**

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## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

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

**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	0	0	N/A	N/A	2		2	
1	26	2	N/A	N/A	4		2	
2	14	11	N/A	N/A	2		3	
3	24	21	N/A	N/A	3		1	
4	30	29	6	7	1		1	
5	17	18	6	8	1		0	
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Wilson Reading Program – small group, during and after school Great Leaps – one-to-one, after school Reading Rescue – one-to-one, during and after school</b>
<b>Mathematics:</b>	<b>Remediation and reinforcement of concepts/subskills required to learn grade level content – small groups, during and after school</b>
<b>Science:</b>	<b>Individualized coaching provided during content lessons in classroom by licensed pedagogues or student teachers under their supervision.</b>
<b>Social Studies:</b>	<b>Individualized coaching provided during content lessons in classroom by licensed pedagogues or student teachers under their supervision.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual or small group sessions during the school day to provide talk, play ad art therapy, addressing emotional issues and developing social interpersonal skills.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>Sessions for developing social skills in small groups. Sessions for anger management in small groups and one-to-one. Stress reduction in small groups and one-to-one.</b>
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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### **LANGUAGE ALLOCATION POLICY 2009-2010**

The members of the PS199M LAP team are Katy Rosen, Principal, Louise Xerri, Assistant Principal, Carmen Russo, Parent Coordinator, and Adela Sinclair, ESL teacher.

We have one certified ESL teacher. The current enrollment is 786, of which 27 are ELLs, or 3.4%. Home Language Identification Surveys are screened by the ESL teacher to determine which students should take the LAB-R. The parent coordinator and other bilingual staff members are available to assist parents who need translation during this process. The identification of ELL students is completed within 10 days of school enrollment. Twenty-three students have been serviced in the ESL program three years or less and three have been serviced four to five years. All students who are receiving ESL instruction are given the NYSESLAT during the spring administration dates, the results of which determine which students will continue to receive services.

The language groups of the students are:

- Kindergarten – One Spanish, one Russian, one Albanian, one Hebrew
- 1<sup>st</sup> grade – Two Spanish, two Hebrew, one Amharic (Ethiopia), one Korean, one Russian
- 2<sup>nd</sup> grade – Four Spanish
- 3<sup>rd</sup> grade – One Hebrew, one Chinese, two Japanese, one Korean
- 4<sup>th</sup> grade – Two Spanish, one Hebrew
- 5<sup>th</sup> grade – One Spanish, one Maltese, One Urdu

In the beginning of the year we have a Parent Orientation Meeting for parents of the newly admitted English language learners. The three program choices are explained to the parents by showing them the English Language Learners Orientation DVD and then by answering questions. Orientation meetings are also held on an as needed basis as new students enroll throughout the year. We offer free standing ESL. We have never had a parent request a transfer to another school because we do not offer transitional bilingual or dual language classes. The ESL teacher is responsible for delivering entitlement letters to families and collecting the Parent Survey and Program Selection forms.

Six newly admitted students did not pass the LAB-R in September/October 2010. Two scored at the beginning level, one at the intermediate level, and three at the advanced level of language acquisition.

The results of the NYSESLAT indicate that the students are more proficient in listening and speaking than reading and writing. Seven of the twenty nine students were proficient in listening and speaking but only one student, a first grader, was proficient in reading and writing. These results are not surprising. It is usually easier for a student to become a fluent listener and speaker before he is a proficient reader and writer. These results indicate that we need to spend more time with our ELLs focused on reading and writing than on listening and speaking.

On the State Math test five of the eight students scored at level 4, one scored at level 3, and one at level 1. Understanding mathematical concepts does not seem to be a problem for our ELLs. Three students took the fourth grade science test. One scored a Level 4, another a three and another a 2. These ELLs were also able to learn the science curriculum. Almost all of our ELLs are meeting the standards in math and science. This is because the teachers know how to differentiate instruction to meet the educational needs of the ELLs. As a result these students can learn rigorous academic curricula.

On the ELA exam two students scored at Level 3 and four at Level 2. We aim to improve student achievement, especially for those who are not meeting grade level standards. We are using a balanced-literacy approach to accomplish this goal.

The ELL students are most often grouped by grade level for instruction in mixed proficiency levels. Some groups are homogeneous and multi-grade, for example, beginning first graders will be grouped with beginning level kindergarten students. We use both the push-in and pull-out model. The students receive the mandated hours of instruction. Beginners and intermediates receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. Language instruction is aligned to the ESL and ELA standards.

Any ELL student who has been identified as having special needs is accommodated according to his or her IEP mandates. SIFE students would be given extra help in reading and math so they could attain grade level proficiency. Any ELL student that has been in the United States for less than three years receives additional supports. We have an extended- day program and a Saturday program, which many of them attend. ELLs who are here for one year now must take the ELA test. To help prepare them for this test, we have an after –school tutoring program. Any student who is in ESL for more than six years is evaluated to see what other services he needs in addition to ESL. Small group instruction and extended -day tutoring are among the supports available. For two years after a student attains proficiency on the NYSESLAT, he or she is closely monitored by the classroom teacher and the ESL teacher to make sure he/she is succeeding. If not, the ESL teacher will give the student additional help.

The ESL program uses many strategies to make learning English meaningful and as easy as possible in a supportive environment. The pull-out program uses the interdisciplinary thematic approach to develop the four strands of English competency: listening, speaking, reading and writing. TPR, singing, acting and cooking are used to promote language proficiency. Literature is also an important part of the program. The students respond to literature by making predictions, relating the story to their own lives, comparing and contrasting stories, retelling the story and writing about the stories. Classrooms have some native language books to support students in developing literacy skills. This year, the school will begin to use software to individualize instruction in literacy and math.

The push-in model is also used so that the ESL teacher can support the ELLs in their classroom while they are learning academic subjects. For content areas, the ESL teacher uses scaffolding to help students understand academic vocabulary and differentiates the instruction so that the

students learn the concepts. The materials we use to implement our ESL program are: nonfiction and fiction books, poetry, charts, maps, games, pictures, manipulatives, puppets, tapes, and CDs. The older students also have access to laptops.

Special Education ELLs have the additional support of a bilingual paraprofessional to address their learning needs.

All teachers of ELLs receive 2 hours of instruction on the acquisition of a second language and learn what they can expect from their ELLs at each stage of development. A 2-hour workshop is given on how to support the ELLs in content area instruction. A two-hour workshop is also given on preparing ELLs for standardized tests. One and a-half hours of training is conducted on using instructional software.

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### **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.

#### **Form TIII – A (1)(a) Student and School Information**

**Grade Level(s)**  K-5  **Number of Students to be Served:**  27  **LEP:**       **Non-LEP:**      

**Number of Teachers** 1 fulltime, 1 part-time **Other Staff (Specify)** \_\_\_\_\_

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

#### **Title III, Part A LEP Program**

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

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**Small group, differentiated instruction:** Supplementary instruction will be delivered to approximately 10 beginner level LEP students in morning sessions, Monday through Friday, 7:45 a.m. to 8:30 a.m. Students will be selected on the basis of Lab-R results and can include students from grades one to five. The program will begin at the end of September and continue throughout the year until the last week of June 2010. The certified ESL teacher will be responsible for planning and implementing the curriculum. Student gains will be measured using the NYSESLAT. The purpose of the program is to provide intensive, additional support in developing speaking, listening, reading and writing skills in English.

**Individualized computer-assisted practice:** LEP students will be provided with an individualized login to utilize a computer program, Imagine Learning, which customizes lessons to each student's achievement level.

**Content area support:** A qualified ESL teacher will be scheduled to provide third, fourth and fifth grade LEP students with academic support in math. Students will be identified using the periodic assessments administered four times during the year. The teacher will work with students one day each week from January 2010 to the beginning of May 2010 to help prepare for the NYS Math exam.

**Professional Development Program** –The ESL teacher will have one full day of training in use of Imagine Learning computer software; Classroom teachers will participate in a two-hour workshop in using computer software; the ESL teacher will attend three full-day PD workshops offered by the Office of English Language Learners on preparing students for the NYSESLAT, ELA and Math exams.

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**Form TIII – A (1)(b)**

**School:** Jesse Isidor Straus      **BEDS Code:** 310300010199

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	\$9,400	131 hours (3.75 hours for 35 weeks) @ \$49.89 = \$6536 per session for morning program; 57 hours (3 hrs for

<ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>		19 weeks) @\$49.89 = \$2864 per session for part-time teacher to provide math support.
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		
<b>Educational Software (Object Code 199)</b>	\$ 5,600	\$2650 for Imagine Learning program installation; \$150 x 20 = \$3000 for student licenses for one year.
<b>Travel</b>		
<b>TOTAL</b>	\$15,000	

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

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

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

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

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

At registration, parents indicate their preferred language of communication on the Parents Preferred Language form in the packet. This informs the school which households require translated materials and information. Classroom teachers meet parents in September and advise the administration of any parents who are in need of translation. Posters from the DOE Office of English Language Learners are posted at the entrance of the building advising families that they should ask for assistance in obtaining translation and interpretation services.

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.

Parents of more than 99% of the students have indicated no need for translation services. Four families have a preference for communication in Spanish and one family prefers Korean. Teachers of the students of these families receive a copy of the Preferred Language Form and are advised of the resources available for communicating in other than English.

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

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

The school uses DOE translations in Spanish, Korean, Hebrew, Japanese and Urdu of printed materials for our parents.

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.

Bilingual staff members provide oral translation services in Spanish (our parent coordination communicates regularly with Spanish-speaking families) and Korean (a teacher). DOE printed materials are used when available. We also have the capacity to translate Japanese and Hebrew. If another language is preferred, the school will use professional translation service using Title III funds.

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>.

The language of preference is recorded on Emergency Contact cards and in ATS. Appropriate posters are hung at the beginning of the school year and refreshed during Parent Teacher Conferences. Availability of translations and interpretation services is advertised using multilingual flyers.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## 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 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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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.

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 199 Jessie Isador Straus						
<b>District:</b>	3	<b>DBN:</b>	03M199	<b>School</b>		310300010199	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.3	95.0	95.5
Kindergarten	176	171	149				
Grade 1	151	142	159	<b>Student Stability - % of Enrollment:</b>			
Grade 2	120	137	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	113	95	130		97.3	96.8	96.4
Grade 4	107	102	88				
Grade 5	83	77	92	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	15	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	16	0	0		9.9	12.1	8.8
Grade 8	14	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	2
Grade 12	0	0	0				
Ungraded	6	11	12	<b>Recent Immigrants - Total Number:</b>			
Total	801	735	774	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	5	17

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	15	15	Principal Suspensions	1	3	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	76	81	97				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	50	53	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	8
# receiving ESL services only	29	36	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	9	9	24

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.0	79.2	75.0
				% more than 5 years teaching anywhere	62.0	71.7	64.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.6	0.7	0.5	% core classes taught by "highly qualified" teachers	96.0	91.0	95.8
Black or African American	6.5	4.9	4.3				
Hispanic or Latino	10.4	10.9	12.0				
Asian or Native Hawaiian/Other Pacific	14.6	12.7	11.1				
White	66.7	67.2	68.6				
<b>Male</b>	52.7	53.9	52.5				
<b>Female</b>	47.3	46.1	47.5				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	67	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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	District <b>03</b>	School Number <b>199</b>	School Name <b>Jesse Isador Straus</b>
Principal <b>Katy Rosen</b>		Assistant Principal <b>Jennifer Bonnet</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Adela Sinclair/ESL</b>		Guidance Counselor <b>Kirsten Loderer</b>	
Teacher/Subject Area <b>Stacy Silver/3<sup>rd</sup> Grade</b>		Parent <b>Tara Thorne</b>	
Teacher/Subject Area <b>Ingrid Camillo/Music</b>		Parent Coordinator <b>Carmen Russo</b>	
Related Service Provider <b>Lisa Elion</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>773</b>	Total Number of ELLs	<b>27</b>	ELLs as Share of Total Student Population (%)	<b>3.49%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

Paste response to questions 1-6 here

1. Adela Sinclair is the ESL teacher at PS 199, she is certified in TESOL, with a Masters from Hunter College. She speaks three languages fluently: Romanian, French and English, and conversational Spanish. When parents indicate that they come from another country or that they speak another language, and they are at PS 199 to enroll their children in school at the beginning of the year, Ms. Sinclair encounters them in the office and speaks with them about their background and the educational background of their child. In the majority of cases one of the parents is able to communicate well in English and Ms. Sinclair is able to receive their information and explain the next step which is the formal identification process of the Home Language Identification Survey. Whenever there is a situation where interpretation is needed there are plenty of staff who speak Chinese, Japanese, and many other languages to come to the office and translate what Ms. Sinclair is explaining to the parents. She then hands the Home Language Identification Survey (HLIS) to fill out as a mandatory first formal step in identifying students who may be ELLs. The survey includes what languages their child speaks and listens to at home. Ms. Sinclair and Ms Carmen Russo (who is fluent in Spanish), the Parent Coordinator, assist the parents in filling out the survey whenever help is needed. The surveys are collected as the parents fill them out upon registering their children at PS 199. Ms. Sinclair then reviews all of the HLIS and signs the surveys and indicates the languages spoken by the students newly enrolled. If the child speaks English only, Ms. Sinclair signs the survey and indicated NO, for no other language spoken. If the survey indicated that the child speaks another language at home and at least three slots are selected as such on the first page of the survey and two on the back Ms. Sinclair selects that child to be initially tested using the LAB-R exam within 10 days of enrollment in the school. As per the NYSESLAT, the students who are participating in the ESL Program at PS 199, qualify in taking the culminating NYSESLAT exam at the end of the school year. Since our school offers only the Freestanding ESL program the parents 100% of the time sign that they choose it as their number one choice. Ms. Sinclair explains that they have the choice of transferring their child to another school in the district that offers Dual Language program and Bilingual Program. So the placement process continues with Ms. Sinclair organizing the students into classes.

2. The ELL Parent Information Case, EPIC, is stored in the classroom of the ESL instructor Ms. Sinclair. The kit contains brochures in several languages that are distributed to parents at the Parent Orientation meeting in September. All parents of ELLs are invited to this meeting and they are given brochures explaining the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). The Parents who are invited to a Parent Orientation in September are shown the Orientation Video for Parents of English Language Learners. Since our school has no unifying language amongst the ELLs, nor the number to form a dual language classroom or a bilingual classroom, the parents are instructed that here we offer the Freestanding ESL program. The parents then sign the form which shows what their choice of a program is for their children attending our school. All the parents choose the ESL program for their children and so they do not need to transfer them to another school where the other two programs are offered. The Parent Teacher Coordinator Ms. Carmen Russo (fluent in Spanish) and the Library Assistant, Ms. Kyoko Herman (fluent in Japanese), are present at the meeting and they speak to parents who need translations of any part of the video or the form they need to fill out. Ms. Sinclair translates information into French or Romanian when needed. The Parent Survey and Program selection forms are collected after the meeting by Ms. Sinclair. All three educators are available for any questions while the parents fill out the forms. Ms. Sinclair reads over the forms and stores them under lock and key in a binder in her classroom.

3. Entitlement letters are written by Ms. Sinclair and she distributes them in sealed envelopes to the Classroom teachers of all the eligible ELLs to be sent home to the parents with a request for a signature acknowledging the receipt and understanding of the letter. Letters are sent in respective languages where parents need to read them in their native tongue. The parents sign these letters and return them within a week of receipt to the school. They are then collected by Ms. Sinclair, read over and re-distributed to the classroom teacher to go back home with the ELLs.

4. The students at our school are placed according to our program offered of freestanding ESL program, as we have done research that it is the most beneficial for our population of ELLs. There is a diverse population of ELLs and they can benefit greatly from the ESL classes offered by the ESL instructor according to their required number of hours a week.

5. Parents across the board have selected the ESL free standing program as their number 1 choice at our school. They are informed by Ms Sinclair that other schools offer the other two models and they have the option of transferring their children. This has never been the case at PS 199.

6. Definitely, our program of freestanding ESL is in alignment with the parent choice at our school. It has been the case for many years up to the present. Since the ELL population is a diverse group of students the only program in place has been freestanding ESL. Parents are more than happy to enroll their children in the ESL program. There never existed any disparity in their choice and our offering, therefore they are in alignment. If the ELL population would increase, the other two options would become possible.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	4	7	4	5	3	4								27
<b>Push-In</b>														0
<b>Total</b>	4	7	4	5	3	4	0	0	0	0	0	0	0	27

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs		Newcomers (ELLs receiving service 0-3 years)	27	Special Education	
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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										0
Dual Language										0
ESL	26	0	0	1	0	0	0	0	0	27
<b>Total</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

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														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	4	0	2	1								10
Chinese	0	0	0	1	1	0								2
Russian	1	1	0	0	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu						1								1
Arabic														0
Haitian														0
French		1												1
Korean	1			1										2
Punjabi														0
Polish														0
Albanian	1													1
Other	1	2	0	3		2								8
<b>TOTAL</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>27</b>						

# 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.

Paste response to questions 1-4 here

1. Instruction is delivered as a push-in Collaborative teaching model and a pull-out freestanding ESL program. The beginning and intermediate ELLs are serviced 360 minutes per week. The advanced ELLs are serviced 180 minutes per week. The blocks of time vary from 45-90 minute time slots that cover fully the required amount of minutes of instruction for all ELLs. The classes travel together as a group or the teachers travel to the class accordingly. The groups are selected by grade level and proficiency level. In some cases there are some heterogeneous groups where proficiency levels may be mixed, but the amount of hours that each student is serviced is in compliance with his individual needs. During the ESL instructional time in the ESL classroom the groups of students travel to Ms. Sinclair and they consist of students in the same grade level, with beginning and intermediate students grouped together. The advanced groups of students especially those in the 5<sup>th</sup> grade travel together to the ESL classroom for instruction of 180 minutes a week, 4 times a week for 45 minute blocks. The materials used for instruction are books, handouts, computer programs, writing notebooks, cds, dvds. The literacy program used for instruction is the Teacher's College Reading and Writing Workshop Model.

2. The ESL instructor Ms. Sinclair uses the 360 minutes for beginners and intermediate students each week to provide instruction in the ESL classroom as well as collaboratively with the classroom teachers during the push-in hours of the ESL program. During the ESL instruction of 60-90 minute slots a day for the beginners and intermediate students the ESL instructor Ms. Sinclair teaches her students ESL using the workshop model: Reading Workshop, Language Development, and Word Work. Teaching of ELA is done using the Teacher's College Reading and Writing Workshop Model. For ELA push-in instruction the ESL and classroom teachers collaboratively use: Reading Workshop, independent work and writing workshop and word work. Literature and related materials are used in compliance with the New York State learning standards in ESL. For content area instruction such as mathematics workshop model and social studies workshop model Ms. Sinclair pushes into the ELLs' classroom and collaborates with the classroom teachers for 45 minutes of instruction 5 times a week.

3. The units of ESL instruction and ELA instruction are back to back therefore the ELLs are able to get a 90 minute block of instruction that is provided collaboratively between Ms. Sinclair the ESL teacher and the Classroom teachers in the grades 3-5. All ELLs are receiving the required hours of instruction a week, through the collaborative efforts between the ESL teacher Ms. Sinclair and the Classroom teachers: Ms. Silver, Ms. Colmaire, Ms. Hillsenrad. The content areas are delivered in 45 minute blocks of time to the ELLs, using specific language and instructional approaches and methods. Scaffolding content is one of the major strategies used by Ms. Sinclair and classroom teachers for instruction. Modeling is done first, doing a task together with the student first. Examples are provided for the students to follow and perform the task at hand. Bridging new concepts and language and prior knowledge happens is done by Ms. Sinclair in the classroom. The personal links made allow the students to move further to schema building and acquiring new knowledge.

4. Differentiated instruction is key in teaching ELLs. Ms. Sinclair differentiates by preassessing student skills and understandings, then matching learners with appropriate activities. Then she provides students with choices in order to add depth to learning and also provides students with additional resources that match their levels of understanding. When new concepts are introduced to the ELLs, the material is modeled and scaffolded and presented in such a way that can be easily understood. More information is then added and learning unfolds in a natural way of absorbing this new material and discussing the concepts with the students.

a) The instructional plan for SIFE students is such that Ms. Sinclair has in her classroom book that are leveled and also the alphabet charts and chant CDs accompanying the books. In the listening and reading center of the classroom is where time is spent with the SIFE and the alphabet is taught in case the student does not know it. Then using phonics and phonemic awareness the sounds are introduced. To proceed, the SIFE is given plenty of opportunities to speak and produce language as Ms. Sinclair assesses the progress made. The Alphabet chant is

introduced and repeated daily with the SIFE. Build up the body of knowledge of the SIFE is important till he is able to be paired with other students in the class. Writing is worked on in writing workshop, building stamina, starting with shorted increments than the other ELLs. A lower level book for writing is used by Ms. Sinclair. Depending on the progress of the SIFE, think-pair-share is introduced and used as a means of getting the SIFE comfortable with speaking with other ELLs and stating their opinions in class.

b) For newcomers Ms Sinclair makes up a packet of beginning activities. Newcomer Programs are a source of reproducible materials. Ms. Sinclair introduces colors, numbers, shapes, number words, body parts, and survival vocabulary. Once your students know their color words they can do a variety of activities. Next, start with the school environment. Students make flash cards of the items they see in their classroom. Buddies can provide them with plenty of help.

- o To introduce the classroom vocabulary to new students, point to the object or picture and say each word in English.
- o Have students repeat each word after you if they are verbal. (It's normal for a student to have a silent period. and this should be respected.)
- o Ask students to point to each item as you name it.
- o For those students who are ready to speak, indicate an item and ask, "What is this?" Students who are literate in native language can use the school words as a basis for reading and writing activities in English.
- o Have students write a sentence for each card using a frame that you provide. "This is a \_\_\_\_\_".
- o You may wish to provide students with a folder for keeping their work together. Organizing them in this way will enable them to more easily refer to the cards during other activities.

Ms. Sinclair provides students with a second set of cards. Have them use the cards to make flash cards, concentration games and sorting activities. If students are ready to speak, she provides a model question /answer conversation starter. For example on the classroom pages, begin with "Is there a chair in the room?" and progress to "Is there a book or a pencil on the desk?" For a short time each day, students practice their English using a computer program or a book with cassette tape.

Ms. Sinclair also instructs ELLs to make a picture dictionary. To make a picture dictionary, staple sheets of construction paper together and have students cut pictures out of magazines. Use categories which complement your curriculum (for example, a Healthy Foods section to go with your health unit on nutrition). Encourage students to add to their Dictionary whenever possible. This is an excellent cooperative learning activity that mainstream students can share in. Making a vocabulary poster is yet another strategy used in the ESL classroom. To make a vocabulary poster students work in cooperative groups. Each group of students cut pictures from magazines and label them to create large posters of categories of common vocabulary words. Categories might be food, clothing, body parts, colors, animals, playground scenes, family groups, classroom, street scenes, house and furniture, or transportation. The posters get displayed in the classroom. Once the ELLs are able to communicate in English with sufficient vocabulary and expressions then they are challenged using the Krashen's idea of (i+1) meaning always having comprehensible input plus new information to be processed. There is in place test prep time allotted to ELLs to practice for the content area tests and for the NYSESLAT as well.

c) Each student who is in the ESL classroom and is receiving between 4-6 years of instruction, yet cannot pass the NYSESLAT at the end of the school year, is assessed at the beginning of the year and after the teacher Ms. Sinclair looks at the scores for listening and speaking and reading and writing, she comes up with a specific instructional plan for each of these students for the year to come. As this is not a prevalent issue at PS 199, it means that the strategies used in the beginning of ELLs' arrival works! When a student does not advance in reading, then there is a block of time that Ms. Sinclair spends with the students having them read from an appropriate level book, then the student retells the details of the chapter/s read. In turn there will be a written response solicited from the students. The student must read 30 minutes at home and retell the story to a parent or guardian. Using Wordly Wise students build their vocabulary base. As the vocabulary of the ELLs expands, they are able to also perform better on Reading Comprehension passages. Starting with levels that are comprehensible and manageable, the difficulty level will increase for the ELLs as their knowledge and dexterity with words and reading expands.

d) Diagnose the problem that the student is having in not being able to graduate from the ESL program. Then continue to provide instruction using scaffolding, modelling and gently implementing new concepts and ideas. Also reaching out to having the child assessed for speech services or any others that he or she might need. Together with the other professionals involved I am convinced this plan will work in getting the student to pass the NYSESLAT and graduate from ESL.

e) For elementary ELLs who have special needs the ESL teacher Ms. Sinclair has in place a system of learning that includes a lot of TPR activities (Total Physical Response). Realia is brought to the classroom when learning about leaves or worms, and the students are encouraged to feel, see, smell and observe in their own way that which we are studying. Activities for ELLs with special needs, include: Inquiry and Elimination - choose the largest object from a line of objects of different sizes.

I'm Thinking Of...practice for describing things, a student describes an object the others have to guess what the object is

Describe and Draw - children work in pairs and they have to draw describe the butterfly; they imagine and the partner has to draw it

Find my partner - practice of questioning and describing, there are pictures of objects that relate to the curriculum topic and they differ slightly or more pronounced. The ELLs are supposed to find the ones that are the same.

Other strategies are sequencing based on read alouds, instructional games, cds and computer programs that are accessible to the individual ELL.

## 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?

Paste response to questions 5-14 here

5. Intervention services are certainly provided for the students in the school who need them, for example we offer: SETTS, WILSON, SPEECH, PT and OT.
6. The plan for continuing transitional support for the 2 years for ELLs to reach proficiency levels on the NYSESLAT, is an extensive support system for the students to benefit from at every step of their learning process. There are many leveled books in the ESL classroom library from which the students can learn and read. There are content specific books used in the classroom as well. There are graphic organizers that ELLs have learned to use in order to express their written responses. The idea of i+1 (a level above the students') is used in order to push the ELLs to acquire as much information as possible. Written passages are assigned that resemble the ones on the NYSESLAT. Speaking and listening happens in the classroom.
7. For the upcoming school year there will be preparation for the new ELLs by offering them an orientation of our school upon registration. After students will tour the school, they will be offered all of the regulation and rules that govern our school and they will be given packets that will explain what makes successful students. There will be orientation for the parents along with translators available to aid in the communication process.
8. None of the existing programs at our school will be eliminated this year.
9. ELLs are included in all the activities that PS 199 students are involved in. Book fairs, school concerts, National Dance Institute movement and dancing performances, Lincoln Center workshop, technology projects and presentations. They take part in the after-school activities at our school and there are no omissions at all to this rule. Students participate in the Saturday Explorations program, in the Sports and Stuff Program, book club, chess, diversity group, potluck dinners, picnicks, field trips to Philadelphia and to neighboring institutions - American Museum of National History, Riverside Park, Central Park Zoo and Walman Rink.
10. Our school has the SmartBoard technology in each of its classrooms and teachers use them on a daily basis in many diverse ways. I also use Imagine Learning, a software made specifically for ELLs, that caters to their individual levels. It covers listening, speaking, reading and writing. We also use Tumble Books, online books that are being read by the ELLs in the classroom. Each ELL has access to a laptop and software programs that are suitable to their individual level that helps them advance in learning English. Students use the Public Library software Onlion for Kids and they read books that they choose at their reading levels and then complete all kinds of activities after the reading part it over. The software program such as Imagine Learning allows students to record their own responses to questions pertaining to the areas of study. The grammar programs are rigorous as well from the site There is an extensive library at our school with books in dozens of languages that the ELLs have access to.
11. There is a vast array of native language books in our school that the ELLs have constant access to. They are found in the ESL classroom as well as in the library. Support is offered by staff to all students in need at any given moment. Where it is in the classroom for academics or in a more informal way.
12. Yes, certainly the services support and resources correspond to ELL ages and grade levels.
13. The newly enrolled students are given tours of the school and they are introduced to school student liaisons, who help them with

getting adjusted with our school. Translators are available on hand to help with the explanations.

14. At this point we do not have other languages offered at our school.

### 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)?

Paste response to questions 1-5 here

### 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.

Paste response to questions 1-3 here

1. There are plenty of opportunities for professional development for the ESL and classroom instructors. The last was the SIOP model, training for teachers, which will continue for three more sessions. The Network will do a 3 days Professional Development for Teachers in the Spring, each session being 2 hrs and 15 minutes. The classroom teachers will attend, Assistant Principal, Special Education teachers, Occupational and Physical teachers and Speech Therapists.
2. The guidance counselor is the liaison between teachers, students and transitioning to middle school. Lines of communication are always open. There are information sessions for parents and students by school guidance counselors and ESL teacher, in order to provide a smooth transition for the ELLs into middle school and to provide parents with the best possible choices available to them.
3. The Network will hold Professional Development for all teachers for 3 sessions of 2 hours and 15 minutes each for all teachers of ESL students excluding the ESL teacher.

### 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?

Paste response to questions 1-4 here

1. Parents are involved in the book fair, the diversity committee, organizing the multicultural dinners and dances, volunteers for diverse projects in the school: such as recycling program, improving lunch menus, book clubs and chess clubs, picnics for socializing. Fund raising for the school.
2. At this point we have not worked on partnership with other agencies.
3. After school meetings or morning meetings are frequently arranged to discuss the needs of parents and their children in our school. The ESL teacher invites parents of newly enrolled ELLs to an orientation meeting, which is held in the fall, and as needed whenever new ELLs are admitted. Staff members who speak Spanish, Hindi, Urdu, Hebrew and Japanese are available to translate. The parents are shown a DVD, which we have in many languages. The DVD explains the ESL program and options for some parents to have their child transferred to a school that has bilingual or dual language classes. No parent has ever requested a transfer. The parents are told about their rights under CR Part 154. They are also informed about school expectations and assessments their child will take.
4. All the parents of the ELLs are invited and encouraged to come to all school functions. In the beginning of the year, the classroom teacher meets with her students' parents. The teacher explains what the students will be learning and shows how it is aligned with the state standards. The parents are also told what assessments the students will take. Parents also attend the parent/teacher conferences, one in the fall and one in the spring. They visit their child's class during Open School Day.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	3								3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3								3
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								3
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	4								4
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

- Our school uses the TCRWP, as well as Fountas and Pinnell as ways of keeping Running Records on the reading levels of each ELL.
- The data patterns for the exams that the ELLs took in the beginning as well as the end of the school year show a great deal of improvement of language acquisition skills and of progress in the four different areas of speech: reading, writing, speaking and listening. The ELLs on the most part were more proficient in listening and speaking as opposed to reading and writing. We are finding this trend to be natural since the later skills are harder to acquire.
- The patterns observed across the NYSESLAT has informed instruction in the ESL classroom directly. Each student's scores were considered when drafting an individualized instructional plan. If more work is needed on writing then the teacher concentrates more on the different components of writing and helping the ELL to get to a Proficient level of understanding and performance.
- Our school has used the Pearson NYSESLAT Periodic Assessments in order to refine the instruction in the classroom and to place the focus on the problem areas for all ELLs who took the test. Honing in on the areas with lower scores classroom and ESL instructors are able to

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		