



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Leader or Designee	
Jennifer Impocco	*PA/PTA President or Designated Co-President	
	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	
Tom Shine	Member/	
Penny Wei	Member/	
Alexandria Rivera	Member/	
Santina Scarlino	Member/	
Sara Schenker	Member/	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

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

To increase student performance in literacy (for all students K-8) with the focus on increasing by 5% the number of number of Level 1 and 2 students in grades 3-8 scoring at or above a Level 3 on the 2012 ELA NYS test.

- To increase by 15% the number of students achieving mastery in literacy across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2012.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and the Quality Review, analyzing summative and formative assessments, classroom benchmarks, and looking at student work, we have determined that the focus will be on improving student performance in literacy for all students (including ELLs and Special Education) during the 2011 – 2012 school year.

A summary of spring 2011 ECLAS results by grade indicates the need to improve the application of phonemic awareness skills to reading, writing and spelling, and that most K-2 students are having specific difficulty with spelling and vocabulary.

- Kindergarten- 84% of students scored at or above level (Level 2). 1% of the students are approaching a Level 2, and less than 1% of the students are performing below level. 16% of the ELLs are performing below level.
- Grade 1- 34% of grade 1 students scored above expected levels in phonics, and 60% scored at expected levels as emergent readers. 24% of the students are performing below level. 20% of the grade 1 students are ELL's. 18% of the students have an IEP. 50% of the **ELLs and students with disabilities** are performing below level.
- Grade 2- 61% of grade 2 students scored at or above level (Level 6). 15% of the students are approaching grade level, and less than 19% of the students are performing below level. 26% of the students have an IEP and are performing below level.

AN ANALYSIS OF GRADE 3-8 ELA ASSESSMENT RESULTS, OVER A TWO-YEAR PERIOD FROM **2010 to 2011**, INDICATES THE FOLLOWING:

- Results for grades 3-8 **All tested students:**

ALL GRADES (3-8) -A 3% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 54% TO 51%)

Grade 3- A 1% increase in the number of students performing at or above Level 3. (From 69% to 70%)

Grade 4- A 4% decrease in the number of students performing at or above Level 3. (From 77% to 73%)

Grade 5- A significant 9% increase in the number of students performing at or above Level 3. (From 53% to 62%)  
Grade 6- A significant 15% decrease in the number of students performing at or above Level 3. (From 39% to 24%)  
Grade 7- A significant 18% decrease in the number of students performing at or above Level 3. (From 47% to 29%)  
Grade 8- A significant 11% increase in the number of students performing at or above Level 3. (From 39% to 50%)

- RESULTS FOR **ELLs** INDICATES:

ALL GRADES (3-8) –A1% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 21% TO 20%)

GRADE 3- A 1% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 21% TO 20%)

GRADE 4 –AN 8% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 46% TO 38%)

GRADE 5- A 4% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 22% TO 26%)

GRADE 6- A 6% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 0% TO 6%)

GRADE 7- A SIGNIFICANT 13% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 13% TO 0%)

GRADE 8- A 7% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 6% TO 13%)

### Performance Trends

We met AYP on all measures in ELA for all subgroups except for the **special education students**. The overall ELA results revealed disturbing patterns for **ELLs** and **special education students**. The overall performance for many students in these subgroups fell further than the general education students. While many of our higher-needs students have made legitimate gains over the last several years, fewer than half of the above subgroups are considered proficient in reading under the new scoring regimen. Significantly, the academic performance of **Students with Disabilities** and **ELLs** in all grades is still of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels. The performance level for middle school students is even more severe for the same groups. As students move up the grades, achievement declines and the achievement gaps widen. The large number of **ELLs** who are new to this country not having had any previous school experience may contribute to the negative results in student performance.

Further examination of the current implementation of instructional programs for **special education and ELL** students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes.

Other significant barriers to the school's continuous improvement are that many students in our large ELL population come to PS 99 without prior schooling. Also the loss of our own neighborhood 6th graders to other schools contributes to the low performance of the middle school students. Each year we are faced with a large new middle school population. Our 5<sup>th</sup> graders leave PS99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of intense Academic Intervention Services.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Attention will focus on accelerating academic achievement for all students in grades Pre-K to grade 8 (including the ELLs, the Special Needs Students and all sub-groups), for setting rigorous academic goals in which The New York State Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes.

Continuation of the **Balanced Literacy Program** will be incorporated into the daily ELA instructional program for all students (Grade PreK-8) as follows: Open Court Grades PreK-6, Literature Grades 7&8, Expressions Special Education Grades 6-8

The implementation and continuation of literacy programs to be data-driven for grades PreK-8 aligned with The Common Core State standards (CCSS) so that all students (including students with disabilities and ELLs) are engaged in at least one literacy task aligned to strategically selected Common Core standards.

The incorporation of Universal Design Framework, a well-respected, research-based methodology that uses flexible strategies to allow entry points into the curriculum for all learners including ELLs and students with disabilities, thus supporting all students including ELLs and students with disabilities.

Continuation of the workshop model and flexible grouping for differentiated instruction.

Classroom libraries are integrated into all instructional programs.

Continued emphasis on “accountable talk” and building academic rigor.

Intensive AIS initiatives are being provided for all students (including ELLs and Special education, and all sub-groups), All middle school students (Grades 6-8) are mandated for AIS services during the 37 1/2 minutes before school. In grades 3-5, AIS services for identified targeted “at risk students will be provided during the 37 1/2 minutes before school. The intensity of the services provided will vary based on the individual needs of each student.

AIS initiatives are provided to all students K-8, (including ELLs and Special education, and all sub-groups), during the school day in a push-in/pull-out mode, by classroom teachers, funded reading personnel, ESL teachers, CTT teachers, SETTS teachers, Speech

teachers, and the SBST team. In addition Special Education teachers in a 12:1 and 12:1:1 contained classroom setting provide AIS.

Continuation of the PPT to identify students in need of intervention.

Ongoing teacher observations and conferencing notes as well as periodic assessments to indicate student weaknesses.

The Acuity/Instructional team and teacher teams gather and analyze data by identified groups and sub groups in order to identify trends and to assess student level growth within given benchmarks, throughout the year.

The part-time literacy coach, literacy teachers, reading funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and /or any specialist) will model and implement best practices in literacy standards-based programs.

In teams, teachers will look closely at student work analyzing, interpreting, and using data to identify student strengths and weaknesses. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that teachers plan coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented program, which will lead to informing overall planning priorities and goals.

An outside vendor will provide Supplemental Educational Services in an after-school program for all students K-8 including Students with Disabilities. Professional Development will be provided to teachers involved in this program.

Title 1 after-school literacy and math program in small group setting for grades 3-5 identified targeted “at risk” students.

Title 111 after-school literacy and math program in small group setting for grades K-2 ELLs.

Saturday Academy- grades 6,7,8 ELLS

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide information to parents about trends in their student's performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2011-12, during regular workshops, PTA meetings, family nights, and during parent-teacher conferences.

Conduct workshops for parents throughout the school year by keynote speakers so that parents understand grade level curriculum,

assessment standards and what kinds of questions to ask about their child's progress. Parents will receive materials that will support students' learning and build parents' capacity to help their children at home to meet some of the new standards.

In order to extend school learning to home, schedule parent meetings with flexible times to share information on citywide instructional expectations, the necessity to prepare more students with the skills they need to succeed, and the high standards which are the essence of the Common Core.

Provide ongoing professional development for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and members of our school community.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

To ensure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings.

Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, Title 111 Immigrant Funds for Newcomers, IDEA, C4E and Project Arts. As a Schoolwide Program school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding is provided by Title 1, Title 11 Part A, Title 111, Title 111 Immigrant Funds for Newcomers, IDEA, TL Fair Student Funds, C4E

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

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

By June 2012 the Students with Disabilities group will demonstrate progress towards achieving state standards as evidenced by a 5% increase in students scoring at or above a Level 3 on the NYS 2012 ELA assessment.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and analyzing summative and formative assessments, classroom benchmarks, and looking at student work, we have determined that we need to focus on improving ELA score for **Students with Disabilities** during the 2011 – 2012 school year. We met AYP in ELA on all measures except for **Special Education** students.

An analysis of Grade 3-8 ELA Assessment results for **Students with Disabilities**, over a two-year period from **2010 to 2011**, indicates the following:

**RESULTS FOR SPECIAL EDUCATION:**

ALL GRADES 3-8 -A 4% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 18% TO 22%)

GRADE 3 - A SIGNIFICANT 12% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 57% TO 45%)

HOWEVER, THE NUMBER OF SPECIAL EDUCATION STUDENTS JUMPED FROM 7 IN 2010 TO 11 IN 2011.

GRADE 4 -A 6% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 46% TO 40%)

GRADE 5- A VERY SIGNIFICANT 30% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 13% TO 43%)

GRADE 6- A 3% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 5% TO 8%)

GRADE 7- AN 11% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. ((FROM 15% TO 4%). HOWEVER, THE NUMBER OF SPECIAL EDUCATION STUDENTS JUMPED FROM 13 IN 2010 TO 23 IN 2011.

GRADE 8- A 16% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 5% TO 21%). THERE WERE 7 FEWER SPECIAL EDUCATION STUDENTS IN 2011.

The overall ELA results revealed disturbing patterns for **special education students**. The academic performance for this group of students in all grades is of concern as it represents a disproportionately high percentage of students performing at the lowest levels. A significantly disproportionate number (22%) of **Students with Special Needs** in grades 3-8 scored at or above a Level 3, compared to 59% of the **General Education** students in the same grades.

The performance for many students in grades 3, 4, and 7 in this subgroup fell further than that of the **general education** students. While many of these higher-needs students have made legitimate gains over the last several years, fewer than half of the subgroup is considered proficient in reading under the new scoring regimen. Significantly, the data shows that 7 out of 8 student groups made AYP in ELA. The **Students with Disabilities** group did not make AYP.

A significant barrier to the school's continuous improvement is the loss of our own neighborhood 6th graders to other schools. Each year we are faced with a large new middle school population, many of whom are Special Education Students. Our 5<sup>th</sup> graders leave PS 99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with very low academic scores and are in need of intensive Academic Intervention Services.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Examination of the current implementation of instructional programs for special education indicates a need for continued alignment between the instructional programs for general education and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes. Scheduling needs to be flexible to broaden access to general education classrooms for students with disabilities.

Attention will focus on accelerating academic achievement for all Special Needs Students in grades Pre-K to grade 8, for setting rigorous

academic goals in which The New York Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes.

Additional support is provided for all **Special Education** middle school (grades 6-8) and targeted and identified “at risk (grades 3-5) students during mandated AIS in the 371/2 minutes before school, The intensity of the services provided will vary based on the individual needs of each student. In addition, during the school day AIS services will be provided in a push-in/pull out mode and/or a self-contained setting by classroom teachers, funded reading personnel, ESL teachers, CTT teachers, SETTS teachers, Speech teachers, and the SBST team. Special Education teachers in a 12:1 and 12:1:1 contained classroom setting provide AIS..

Continuation of the Balanced Literacy Program will be incorporated into the daily ELA instructional program for all students (Grade PreK-8) as follows: Open Court Grades PreK-6, , Expressions Special Education Grades 6-8

The implementation and continuation of literacy programs to be data-driven for grades PreK-8 aligned with The Common Core State standards (CCSS) so that all students with disabilities are engaged in at least one literacy task aligned to strategically selected Common Core standards. Learning targets will be modified to reflect the new standard.

SETSS/ Special Education in the New Continuum will follow IDEA mandates.

The incorporation of Universal Design Framework, a research –based methodology that uses flexible strategies to allow entry points into the curriculum for all learners, thus supporting all students with disabilities. Teachers will incorporate higher order thinking into meaningful academic goals, incorporating the workshop model and flexible grouping for differentiated instruction.

Classroom libraries are integrated into all instructional programs.

Continued emphasis on “accountable talk” and building academic rigor.

Ongoing teacher observations and conferencing notes as well as periodic assessments to indicate student weaknesses.

The Acuity/Instructional team and teacher teams will gather and analyze data by identified groups and sub groups in order to identify trends and to assess student level growth within given benchmarks, throughout the year.

The part-time literacy coach, literacy teachers, reading funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and /or any specialist) will model and implement literacy standards-based programs.

In teams, teachers will look closely at student work analyzing, interpreting, and using data to identify student strengths and weaknesses. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that teachers plan

coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented program, which will lead to informing overall planning priorities and goals.

Writing is infused into all curricular areas.

Professional development will be ongoing at weekly grade meetings, faculty conferences and special workshops in which common core State Standards, standards-based curriculum content, data, differentiated instruction, test prep, and IDEA mandates will be topics of discussion. In addition at these meetings in teams, teachers will look closely at student work analyzing, interpreting, and using data to identify student strengths and weaknesses, in order to drive instruction and monitor progress.

An outside vendor will provide Supplemental Educational Services in an after-school program for all students K-8, including Students with Disabilities. Professional Development will be provided to teachers involved in this program.

Title 1 after-school literacy and math program in small group setting for grades 3-5 identified targeted “at risk” students.

Title 111 after-school literacy and math program in small group setting for grades K-2 ELLs.

Saturday Academy- grades 6,7,8 ELLS

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide information to parents about trends in their student’s performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2011-12, during regular workshops, PTA meetings, family nights, and during parent-teacher conferences.

Conduct workshops for parents throughout the school year by keynote speakers so that parents understand grade level curriculum, assessment standards and what kinds of questions to ask about their child’s progress. Parents will receive materials that will support students’ learning and build parents’ capacity to help their children at home to meet some of the new standards.

In order to extend school learning to home, schedule parent meetings with flexible times to share information on citywide instructional expectations, the necessity to prepare more students with the skills they need to succeed, and the high standards which are the essence of the Common Core.

Parent representation in our school's Leadership Team ensures parental input in important academic decisions.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, in order to ensure and strengthen the home-school connection

Parent involvement in setting student goals.

Provide ongoing professional development for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and members of our school community.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

To ensure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings.

Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, and Title 111 Immigrant Funds for Newcomers, IDEA, C4E and Project Arts. As a Schoolwide Program school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding is provided by Title 1, Title 11 Part A, Title 111, Title 111 Immigrant Funds for Newcomers, IDEA, TL Fair Student Funds, C4E

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

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

To increase student performance in math for all students K-8 (including ELLs and Students with Disabilities) the focus on increasing by 5% the number of Level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2012 Math NYS test.

- To increase by 15% the number of students achieving mastery in math across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2012.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and, analyzing summative and formative assessments, classroom benchmarks, and looking at student work, we have determined that we will improve performance in math for all students Pre K-8 (including ELLs and Students with disabilities) for setting rigorous academic math goals in which The New York Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes for the 2011 – 2012 school year.

#### **Performance Trends**

AN ANALYSIS OF GRADE 3-8 NYS MATH ASSESSMENT RESULTS, OVER A TWO-YEAR PERIOD FROM **2010 to 2011**, INDICATES THE FOLLOWING:

- **Results for grades 3-8 All tested students:**

ALL GRADES (3-8) -A 6% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 62% TO 68%)

GRADE 3- A 1% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 72% TO 73%)

Grade 4- A 10% increase in the number of students performing at or above Level 3. (From 71% to 81%)

Grade 5- An 8% increase in the number of students performing at or above Level 3. (From 73% to 81%)

Grade 6- A 15% increase in the number of students performing at or above Level 3. (From 47% to 62%)

Grade 7- A 10% decrease in the number of students performing at or above Level 3. (From 68% to 58%)

Grade 8- A 7% increase in the number of students performing at or above Level 3. (From 45% to 52%)

- **RESULTS FOR ELLs:**

ALL GRADES (3-8) -A 5% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 43% TO 48%)

GRADE 3- A 19% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 45% TO 24%)  
GRADE 4 –A 7% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 43% TO 50%)  
GRADE 5- A 4% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 61% TO 57%)  
GRADE 6- A SIGNIFICANT 45% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 7% TO 52%)  
GRADE 7- A 12% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 47% TO 35%)  
GRADE 8- AN 18% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 44% TO 62%)

**RESULTS FOR SPECIAL EDUCATION:**

ALL GRADES (3-8) - AN 8% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 32% TO 40%)

GRADE 3 - A 12% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3 (FROM 57% TO 45%). HOWEVER, THE NUMBER OF SPECIAL EDUCATION STUDENTS JUMPED FROM 7 IN 2010 TO 11 IN 2011.

GRADE 4 -A 6% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 46% TO 50%)

GRADE 5- A VERY SIGNIFICANT 40% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 31% TO 71%)

GRADE 6- A 21% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 15% TO 36%)

GRADE 7- AN 16% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. ((FROM 46% TO 30%). HOWEVER, THE NUMBER OF SPECIAL EDUCATION STUDENTS JUMPED FROM 13 IN 2010 TO 23 IN 2011.

GRADE 8- A 3% DECREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE A LEVEL 3. (FROM 24% TO 21%)

We met AYP on all measures in Math for all subgroups. The overall Math results revealed disturbing patterns for ELLs and special education students. The overall performance for many students in these subgroups fell further than the general education students. While many of our higher-needs students have made legitimate gains over the last several years, the math performance of Students with Disabilities and ELLs in all grades is still of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels. The performance level for middle school students is even more severe for the same groups. As students move up the grades, achievement declines and the achievement gaps widen. The large number of ELLs who are new to this country not having had any previous school experience may contribute to the negative results in student performance.

Further examination of the current implementation of instructional programs for special education and ELL students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes.

A significant barrier to the school's continuous improvement is that many students in our large ELL population come to PS 99 without prior schooling. Another is the loss of our own neighborhood 6th graders to other schools. Their transfer contributes to the low performance of the middle school students. Each year we are faced with a new large middle school population. Our 5<sup>th</sup> graders leave PS99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of intense Academic Intervention Services.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Everyday Mathematics implemented for grades pre K-5 and Impact Math implemented for grades 6-8, are standards-based curricula aligned with city and state standards.

The math expert teachers (part-time math coach, math funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and/or any specialist) will model and implement math standards-based programs and help teachers unfamiliar with standards based instruction and content. They will provide professional development in differentiated instruction for all students, test prep, data, ESL strategies, and IDEA mandates to the staff and/or parents at weekly grade conferences.

Teachers regularly analyze data and develop and set goals to identify trends and focus on specific areas for improvement. Students in greatest need of improvement are identified and targeted for AIS. Progress is monitored on a regular basis and teachers collaborate at weekly grade meetings throughout the year to adjust long and short term student goals.

The implementation and continuation of math programs to be data-driven for grades PreK-8 aligned with The Common Core State standards (CCSS) so that all students (including students with disabilities and ELLs) are engaged in at least one math task aligned to strategically selected Common Core standards. Our learning targets will be modified to reflect the new standard. Professional development will be provided on the implementation of the Common Core State Standards (CCSS).

The incorporation of Universal Design Framework, a well-respected, research-based methodology that uses flexible strategies to allow entry points into the curriculum for all learners including ELLs and students with disabilities, thus supporting all students including ELLs and students with disabilities. This information will be shared at meetings/workshops.

Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that instructional practices can be revised and updated in order to improve student outcomes for all students (including ELLs, Special Education, male and female, and Black and Hispanic). In teams, teachers will look closely at student work analyzing, interpreting, and using data to identify student strengths and weaknesses, plan coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented programs.

All middle school students (Grades 6-8 including ELLs and Special Education) are mandated for AIS services during the 371/2 minutes before school. In grades 3-5, AIS services for identified targeted “at risk students will be provided during the 371/2 minutes before school. The intensity of the services provided will vary based on the individual needs of each student.

Additionally, during the school day AIS will be provided to all students K-8 including those students who are identified “at risk”, (including ELLs and students with disabilities) in a push-in/ pull-out and mode by classroom teachers, funded math personnel, ESL teachers, CTT teachers, SETTS teachers, Speech teachers, and the SBST team. In addition Special Education teachers in a 12:1 and 12:1:1 contained classrooms provide AIS.

Students are familiar with rubrics/benchmarks so that they are able to self-assess and set their own goals.

SETSS/ Special Education in the New Continuum will follow IDEA mandates.

Ongoing teacher observations and conferencing notes as well as periodic assessments formal and informal, to indicate student weaknesses.

An outside vendor will provide Supplemental Educational Services in an after-school program for all students including Students with Disabilities. Professional Development will be provided to teachers involved in this program.

Title 1 after-school literacy and math program in small group setting for grades 3-5 identified targeted “at risk” students.

Title 111 after-school literacy and math program in small group setting for grades K-2 ELLs.

Saturday Academy- grades 6, 7, 8 ELLS.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide information to parents about trends in their student’s performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2011-12, during regular workshops, PTA meetings, family nights, and during parent-teacher conferences.

Conduct workshops for parents throughout the school year by keynote speakers so that parents understand grade level curriculum,

assessment standards and what kinds of questions to ask about their child's progress. Parents will receive materials that will support students' learning and build parents' capacity to help their children at home to meet some of the new standards.

In order to extend school learning to home, schedule parent meetings with flexible times to share information on citywide instructional expectations, the necessity to prepare more students with the skills they need to succeed, and the high standards which are the essence of the Common Core.

Provide ongoing professional development for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and members of our school community.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

To ensure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings. Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, and Title 111 Immigrant Funds for Newcomers, IDEA, C4E and Project Arts. As a Schoolwide Program school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups. PS 99 is an Urban Advantage School

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding is provided by Title 1, Title 11 Part A, Title 111, Title 111 Immigrant Funds for Newcomers, IDEA, TL Fair Student Funds, C4E

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

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

To increase parent involvement in an effort to improve student academic achievement for all students Pre- K-8 (including ELLs and Students with Special Needs).

Attention needs to focus on involving families as essential partners in the home-school relationship, promoting shared responsibility for student learning in order to help their children achieve the State's high academic standards because informed and involved parents lead to better results for students and more successful schools.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

By June 2012, there will be an increase in the number of parents attending:

- school events -15% increase( from 543 to 624)
- PTA meetings- 15% increase (from 45 to 55 )
- parent workshops- 15% increase (from 32 to 37)

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

At regularly scheduled monthly meetings and workshops throughout the year, we will effectively communicate, access and disseminate information, by actively engaging families in pursuit of educational goals, student performance and behaviors.

Conduct workshops for parents throughout the school year by keynote speakers so that parents understand grade level curriculum, assessment standards and what kinds of questions to ask about their child's progress. The workshops will build parents' capacity to help their children at home to meet some of the new standards.,

Maintain a parent coordinator to serve as a liaison between school and families to address parent concerns and inquiries, and offer assistance in parent outreach efforts. Parents will receive written timely information, in their own native language, regarding decisions

relating to their child's education.

Schedule parent meetings with flexible times to share information on citywide and state instructional expectations, the necessity to prepare more students with the skills they need to succeed, and the high standards which are the essence of the Common Core.

There will be ongoing workshops to parents regarding assessments, data and student progress.

Parents will periodically be invited to their child's classroom for instructionally-based celebrations, orientations and field experiences.

Parents will have opportunities for regular meaningful communication/participation with faculty/administration involving their child's academic learning.

Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance

To strengthen partnerships with parents and community we are involved with "urban advantage", a middle school science program which provides many opportunities for community outreach. As part of our parent involvement initiative, we will institute a "parent night", where there will be vouchers for parents.

Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association.

Provide ongoing workshops to parents regarding assessments, data and student progress

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

To ensure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade

meetings. Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, and Title 111 Immigrant Funds for Newcomers, IDEA, C4E and Project Arts. As a Schoolwide Program school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups. PS 99 is an Urban Advantage School

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding will come from Title I, Title111, Title 111 Immigrant Funds for Newcomers, Fair Student Funding TL, and Children First.

**ANNUAL GOAL #5 AND ACTION PLAN**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	7	7	N/A	N/A		5	2	
<b>1</b>	8	8	N/A	N/A		4		
<b>2</b>	8	8	N/A	N/A	1		1	
<b>3</b>	18	12	N/A	N/A		3	1	
<b>4</b>	19	6						
<b>5</b>	30	19				6		
<b>6</b>	87	87			1	7	3	
<b>7</b>	90	90			2	8	3	
<b>8</b>	87	87			87		2	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>37 ½ minutes mandated small group Grades 3-8            Coach Workout- grades 3-8            Small group instruction, one-to-one            Before school Monday-Thursday</p> <p>Funded Reading Program (grades 3-8)            Soar to Success, Open Court Intervention            The Advisory- grades 6-8            Small group instruction, one-to-one, peer tutoring            Push-in/pull-out, one period per day</p> <p><b>After school program</b>            Title 1 grades 3-5 literacy and math intervention            Grades K-2 ELLs            ELA and Math intervention            Imagine Learning</p> <p><b>Saturday Academy</b> ELLs grades 6-8            ELA intervention- emphasis on components of the NYSESLAT exam</p>
<b>Mathematics</b>	<p>37 1/2 minutes            Basic Math grades 1-3            Workout Math grades 3-5            Funded Math Program K-3            Exemplars</p>

	<p>Small group instruction, one-to- one, Coach 3-8 Regents class algebra Funded math Program (grades 3-8) Exemplars, Quick Start , Ladders to Success Small group instruction, one-to-one, peer tutoring Push-in/pull-out, one period per day ESL (grades K-8) Skills Tutor Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p><b>Saturday Academy</b> ELLs grades 6-8 Math and literacy instruction for ELL students</p> <p><b>After school program</b> providing math instruction for ELLs (Grades K-2 Title 1 grades 3-5 literacy and math intervention</p>
<b>Science</b>	<p><b>371/2 min regents</b> ESL (grades K-8) Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Content area teachers provide ongoing support to any student who may be struggling in their content area.</p>
<b>Social Studies</b>	<p>ESL (grades K-8) Great American Stories, Travels Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Content area teachers provide ongoing support to any student who may be struggling in</p>

	their content area.
<b>At-risk Services provided by the Guidance Counselor</b>	Services provided during the day- to identified students (2times per week, 1 time per week) based on their IEP instructions as well as on an “as needed” basis. Services are provided for at-risk and crisis situations as they arise. Issues such as anger management, social skills, impulse control and bereavement might be some topics addressed.
<b>At-risk Services provided by the School Psychologist</b>	Services provided during the day to identified students as needed. Services provided for the evaluations process.
<b>At-risk Services provided by the Social Worker</b>	Services provided during the day to identified students as needed in a 1 to 1 and small group setting.
<b>At-risk Health-related Services</b>	All health related services are provided as prescribed by individual student IEP

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

The Parental Involvement Plan will be in effect for the period of the 2011-2012 school year. At the PTA meeting in December 2011, the principal will provide an overview of The Parental Involvement Plan. Then it will be back-packed by each child, and thus made available to the community.

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 21K099 **School Name:** The Isaac Asimov School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**    X Basic    Focused    Comprehensive

**Intervention:**    X School Quality Review (SQR)    External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)    Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Students with Disabilities did not make AYP in ELA.

An analysis of Grade 3-8 ELA Assessment results for **Students with Disabilities**, over a two-year period from **2010 to 2011**, indicates the following

#### Results for **Special Education**:

All grades 3-8 -A 4% increase in the number of students performing at or above a level 3. (From 18% to 22%)

grade 3 - a significant 12% decrease in the number of students performing at or above a Level 3. (From 57% to 45%)

However, the number of special education students jumped from 7 in 2010 to 11 in 2011.

grade 4 -a 6% decrease in the number of students performing at or above a Level 3. (From 46% to 40%)

grade 5- a very significant 30% increase in the number of students performing at or above a Level 3. (From 13% to 43%)

grade 6- a 3% increase in the number of students performing at or above a Level 3. (From 5% to 8%)

grade 7- an 11% decrease in the number of students performing at or above a Level 3.(From 15% to 4%). However, the number of special education students jumped from 13 in 2010 to 23 in 2011.

grade 8- A 16% increase in the number of students performing at or above a Level 3. (From 5% to 21%). there were 7 fewer special education students in 2011.

The overall ELA results revealed disturbing patterns for **special education students**. The academic performance for this group of students in all grades is of concern as it represents a disproportionately high percentage of students performing at the lowest levels. A significantly disproportionate number (22%) of **Students with Disabilities** in grades 3-8 scored at or above a Level 3, compared to 59% of the **General Education** students in the same grades.

The loss of our own neighborhood 6th graders to other schools contributes to the low performance of the middle school students. Each year we are faced with a large new middle school population. Our 5<sup>th</sup> graders leave PS99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of intense Academic Intervention Services.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The implementation of Balanced Literacy incorporated into the daily research-based ELA instructional program for all students (Grade PreK-8) as follows: Open Court Grades PreK-6, Expressions Special Education Grades 6-8, and the continued alignment between the instructional programs for general education and special education. These programs will be data-driven for all students including Special Education and will be aligned with The Common Core State standards (CCSS).

The continued use of differentiated instructional strategies and mainstreaming opportunities for Students with Disabilities, in self-contained classes.

Imagine Learning English Program with instructional materials and professional development plan to foster student success.

Additional targeted reading instruction provided for all students at the lowest reading levels, including **Special Education** middle school (grades 6-8) and targeted and identified "at risk (grades 3-5) students, during mandated AIS in the 371/2 minutes before school. The intensity of the services provided will vary based on the individual needs of each student in danger of not meeting standards and/or benchmarks. In addition, during the school day AIS services will be provided in a push-in/pull-out mode and/or a self-contained setting by classroom teachers, funded reading personnel, ESL teachers, CTT teachers, SETTS teachers, Speech teachers, and the SBST team. Special Education teachers in a 12:1 and 12:1:1 contained classroom setting provide AIS.

The incorporation of The Universal Design Framework, a research –based methodology that uses flexible strategies to allow entry points into the curriculum for all learners, thus supporting all students K-8, including Students with Disabilities.

Additional AIS in an after-school program- An outside vendor will provide Supplemental Educational Services for all students K-8, including Students with Disabilities. Professional Development will be provided to teachers involved in this program.

Title 1 after-school literacy and math program

Title 111 after-school literacy and math program in small group setting for grades K-2 ELLs.

Saturday Academy- grades 6, 7, 8 ELLS

Literacy teachers, reading funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and /or any specialist will provide professional development at weekly grade meetings, faculty conferences and special workshops in which common core State Standards, standards-based curriculum content, data, differentiated instruction, test prep, and IDEA mandates will be addressed.

In order to drive instruction and monitor progress, teachers, in teams, will look closely at student work analyzing, interpreting, and using data to identify student strengths and weaknesses, so as to meet the needs of all students.

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## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The Assistant Principal and part-time literacy coach (partially funded through Title 1 Funds), Literacy teachers, reading funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and /or a specialist will provide professional development at weekly grade meetings, faculty conferences and special workshops in which common core State Standards, standards-based curriculum content, data, differentiated instruction, test prep, and IDEA mandates will be addressed.

Intensive professional development in the use of specialized strategies to meet the needs of special education students The incorporation of The Universal Design Framework, a research –based methodology that uses flexible strategies to allow entry points into the curriculum for all learners, thus supporting all students with disabilities

Professional development will be ongoing for parents

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In a supportive atmosphere at weekly conferences, teachers will critically reflect on their experiences to help assess their own views on teaching preferred approaches and teaching styles, and to identify new techniques.

Facilitation of teacher participation in professional development during weekly conferences, faculty conferences, PD workshops, and parent workshops.

School leaders provide high-quality support systems and structures for implementation of short cycles of classroom observation and feedback using a competency based rubric that measures teacher effectiveness in those areas of pedagogy, to serve as the focus for clear expectations, to identify growth areas, and increase the rigor and effectiveness of their instruction.

Ongoing continued support for new teachers.

Coach, reading specialist to model best practices and give feedback to teachers who will turnkey best practices.

Ongoing intervisitations.

Focused walkthroughs.

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.

On December 9, 2011 at 10 AM, we will notify parents via a power point presentation about the school's identification for school improvement. The date and time were chosen and designated for the parents' convenience. An interpreter will be present to assist parents who are non-English. The information will be delivered to parents to every extent practicable, in a language the parents can understand. The administration and staff will provide assistance to parents in understanding such topics as the State's academic content standards, local academic standards, and how to monitor a child's progress and work with educators to improve the achievement of their children.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christopher Groll</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>099</b>
School Name <b>Isaac Asimov School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Gregory Pirraglia</b>	Assistant Principal <b>Leah Diamond/Randee Bleiberg</b>
Coach <b>Denise Ciappetta/Reading</b>	Coach <b>Sylvia Kirschner/Math</b>
ESL Teacher <b>Sheryl Schiffman</b>	Guidance Counselor <b>Dr. James Donnelly</b>
Teacher/Subject Area <b>Sue Deasy</b>	Parent <b>Diana Pardilova</b>
Teacher/Subject Area <b>Tina Scarlino</b>	Parent Coordinator <b>Lanie Juceum</b>
Related Service Provider <b>Mr. Henry Linden/SETTS</b>	Other <b>Maryann Kentouris</b>
Network Leader <b>Neal Opramalla</b>	Other <b>Bobbi Maimone</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>761</b>	Total Number of ELLs	<b>166</b>	ELLs as share of total student population (%)	<b>21.81%</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. 

1. When parents first enroll their child in school it is the responsibility of the Pupil Personnel Secretary who is trained in student intake procedures to discuss home language with the family. If it's determined that a language other than English is spoken, then a certified ESL teacher is called upon along with a translator, and an informal interview with the student is provided to determine if they are LAB-R eligible. Home language and assessments are discussed with the family, and families are informed about eligibility for English Language support services. This process is completed through a Home Language Identification Survey (HLIS) translated in nine (9) languages that parents complete to show what language the child speaks, reads, and writes at home and in previous schools. Once a certified ESL teacher completes the informal interview and collects the Home Language Survey from the parent, and determines that a language other than English is spoken in the child's home, then the child is given a LAB-R, by a certified ELL teacher, which is a test that establishes English proficiency level. Students scoring below proficiency according to their grade become eligible for mandated ELL services. Students that are Beginning, Intermediate, or an Advanced Level continue to receive ELL services till the annual assessment is provided with the NYSESLAT to determine whether the student will continue receiving ELL services for the following school year, or are language Proficient and student is no longer considered LEP.
2. P.S. 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's choice for their child. P.S. 99 provides parents of newly enrolled ELLs within ten (10) days of enrollment with a parent orientation with information in order that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), so that ELLs are placed in the appropriate program within the ten (10) days of enrollment and the appropriate parent selection forms are received. PS 99 uses translated materials such as memos, notices, parent brochures, parent selection forms, and videos online, given by the office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services.
3. P.S. 99 plans to provide the availability of a teacher and a paraprofessional during after-school, and Saturdays to meet the identified needs for the parent selection forms. These parent selection forms will be monitored throughout the year in a main location with easy accessibility. Original parent selection form will be placed in the student's cum records with a copy kept in the ESL office.
4. School staff members such as teachers, paraprofessionals, and parent coordinator, may conduct an informal interview in the family's native language to place identified ELL students in bilingual or ESL instructional programs.
5. According to the response on the Parent Selection Survey forms, and the analysis of them in the past few years, the trend in program choices at P.S. 99 is for the Freestanding ESL program. P.S. 99 parents have requested 100% for the ESL program in the school.
6. The ESL program implemented in our school is aligned with parent requests on the Parent Survey Selection Forms for supplementary services to increase English Language Proficiency and academic achievement under Title III of the "No Child Left Behind Act". Certified ESL teachers focus on listening, speaking, reading, and writing skills. LAB-R and NYSESLAT testing results target and identify the children in need of instruction. ESL teachers have a push-in/pull-out program and work with groups. ESL teachers provide staff development to instruct teachers in ways to help the ELL parents. Parent workshops are scheduled.

# 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<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>														0
<b>Push-In</b>	18	0	24	0	0	0	14	17	17	0	0	0	0	90
<b>Total</b>	18	0	24	0	0	0	14	17	17	0	0	0	0	90

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	20
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	14

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	94	0	13	20	1	3	14	0	4	128
<b>Total</b>	<b>94</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>128</b>

ELLs by Subgroups										
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	Total	
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	
	EL	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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	7	5	3	6	3	8	3	4					41
Chinese	0	1	1	2	0	1	1	2	2					10
Russian	3	5	7	3	2	5	4	5	3					37
Bengali	3	0	0	0	0	1	0	0	0					4
Urdu	7	5	7	4	3	4	7	8	7					52
Arabic	0	0	0	1	1	0	0	0	0					2
Haitian	0	0	1	1	1	0	2	1	0					6
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	1	1	0	0	0					2
Other	2	2	2	0	3	0	4	3	1					17
<b>TOTAL</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>14</b>	<b>17</b>	<b>15</b>	<b>26</b>	<b>22</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154 in a push-in, pull-out organizational model.
  - b. ELLs will receive instruction in the pull-out and push-in modes in heterogeneous groups, according to their grade level.
2. a. P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154. ELL's who are Beginning and Intermediate are targeted to receive 360 minutes per week instruction or two units of study in the pull-out and push-in modes. Those ELLs that are advanced receive one unit of study of ESL or 180 minutes and a unit of study of English Language Arts in the pull-out and push-in modes according to their grade level. Small group instruction enables the funded teacher to focus on specific skills, and help the struggling students. Lessons are modeled for the classroom teacher. Test taking skills are worked on. Articulation occurs between the ESL teachers and classroom teachers. ESL professional development is ongoing.
3. All students are taught in English, using ESL techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. In order to develop the phonemic awareness of students who are ELLs, the teachers include lessons in oral language development. The four skills of listening, speaking, reading, and writing are included every day. Content area teachers working with ELLs have received 7 1/2 hours of staff development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the push-in classrooms. The program specifically addresses the Chancellor's Recommendations on aligning instructional programs for ELLs to the Comprehensive Core Curriculum in Literacy and Mathematics. All English Language Learners (ELL students) on Grades K-8 receive literacy enriched instructional programs and are provided with equal access to programs designed for the entire school population. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, music, art, literature, and mathematics using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. Concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form a basis for language acquisition. The classroom teacher provides AIS for ELL students in activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need to become active participants in the school community.
4. ELLs are appropriately evaluated in their native languages by having them utilize glossaries on state exams and word by word dictionaries. ELLs will be administered state exams in translated versions if available in their languages. Classroom libraries incorporate books in various languages to support student's native languages.

## A. Programming and Scheduling Information

5. a. There is one ELL student identified as Student With Interrupted Formal Education for this year. For any future SIFE students, emphasis will be on understanding phoneme connected to print phonemic awareness, being able to decode unfamiliar words, attaining background knowledge and vocabulary to increase reading comprehension, developing strategies to construct meaning from print-comprehension, and developing and maintain motivation to read. The instructional program for SIFE students will focus on understanding of math concepts, strategies and skills that are connected to everyday life, attaining background knowledge to foster math ability.

b. For ELLs in U.S. school less than three years (newcomers), the Imagine Learning English computer program engages students, and also supports them in their native language, if available, in vocabulary, phonics and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary which will be utilized for struggling ELL student's academic achievement on state exams. The Santillana Intensive English is a standards based English Language Development program for the Title III after-school, designed to help students acquire social and academic skills through content-based instruction. The program stresses phonemic awareness, phonics, reading and language arts in a thematic framework, and also promotes acquisition of academic language in content areas - social studies, science, and math, while developing reading and writing skills.

c. The following academic intervention services will be utilized for those ELL students recommended for the BESIS Extension of Services receiving service 4 to 6 years: These intervention services will incorporate various ESL methodologies and strategies in the improvement of and for meeting the performance goals in writing which these students lacked as indicated by their NYSESLAT scores. In order to assist ESL students who are having difficulty writing in English, we plan to have the students: engage in collaborative writing activities by placing them in groups to create and respond to literature, work in small groups and in writing process groups, writing using the conventions and features of American English which include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. Children will develop their writing skills further with the use of graphic organizers and visual aids, such as charts, Venn diagrams, semantic webs, and story maps, children will develop additional spelling skills to aid in their written communication. Children will develop skills in the composing process by writing for a variety of purposes and audiences such as personal journals, reports, personal narratives, responses and reactions to literature, and creating new endings and beginnings to stories. Intervention services for those ELL students recommended for the BESIS Extension of Services for meeting the performance goals in Listening, P.S. 99 plans to have: students participate in practice test-taking skills from past state exams, children will develop these skills further by listening to reading comprehension passages orally, and responding to various questions pertaining to the readings, students will further develop their listening skills by completing note-taking exercises from various reading sources, in addition students will summarize various genres from literary cassettes at listening centers. Finally, Academic Intervention Services being implemented to assist ESL students with reading capabilities will include: the use of the SIPPS program, which is a three level program that develops the word recognition strategies and skills that enable students to become independent and confident readers and writers. Students will develop their reading comprehension skills in AIS by completing lessons in "Finish Line Reading", "New York State Coach", and "Ladders to Success", books which have reading comprehension based upon different reading skills. Students will gain practice in each skill, and better understanding of test questions. Mastery of these skills will help students with a better understanding of what they read. The Open Court Reading Program's Intervention strand will provide the extra help students need to develop fluency in comprehension, language arts and phonemic awareness. The intervention strand provides students with instructional support of critical skills and strategies in decoding, comprehension, and language arts.

c. P.S. 99s plan for long-term ELLs (completed 6 years) is an ESL Saturday Academy Title III program, to build content area and academic vocabulary through reading comprehension using "Language for Learning" as resource activity guides. The books promotes reading skills and strategies through various graphic organizers and other word skill exercises, comprehension questions and writing activities. The program will also provide long term ELLs with practice and strategies in the NYSESLAT exam which is administered in the Spring, utilizing the Empire State NYSESLAT review books.

6. Teachers of ELL-SWDs use the instructional material called "Expressions", an English Language Development program that provides extensive language acquisition support for students. Lessons in "Expressions" provide a foundation from which English learners can access core content. "Expressions" lessons address one or more of the following: Theme, Genre, Literary Element, Reading Skills and Strategies. It provides English language development instruction that supports the instructional grade-level content of the language arts program. The English language development will help ensure mastery of English at each grade level. Instructional lessons and strategies are provided to address Beginning (including newly arrived students), Early Intermediate, Intermediate, and Early Advanced students. Opportunities are provided for whole group, small group, and partner discussions. Sentence frames offer students strong support to help

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

appropriate instructional minutes.

## B. Programming and Scheduling Information--Continued

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

8. Implications for the Instructional Program for ELLs on content area instruction include the following: continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL. The continued provision of Intensive Academic Intervention services to all students who are not meeting the standards including Soar To Success,, Literature and Expressions by Glencoe, and an additional component to the Open Court "Imagine It", a new component to the Open Court curriculum which is aligned with and supports the implementation of the common core standards and initiative, such as critical thinking and problem solving for college and career expectations. Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations including ELLs. All teachers will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2)being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. The literacy coach will provide professional development, it will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading and the new Common Core Standards for English Language Arts. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for the teachers to plan collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards. Teachers will use data from the ARIS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the groupiing of students. Teachers will reinforce literacy strategies and ESL strategies in the English language during content area instruction. Intensive AIS initiatives in the English language will be provided to all middle grade students, including ELL and Special Education, who requireadditional assistance to meet the State Standards in ELA. The intensity of the services provided in the English language will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. Based on our analysis of data, and all relevant findings, the following are implications for our Math Instructional Program for Grades 3-8 students: continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 75-90 minute math block, the continuation of a school-wide math program with parallel instruction in all classes including self-contained Special Education and ELLS, continued provision of Intensive Academic Services to all students who are not meeting City and State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, all teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) develop appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills, and professional development in content-based math and the new Common Core Standards for mathematics for ELL students to be able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and to attend to precision. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students's needs to meet the standards. This will be done during grade conferences. Teachers will use data from ARIS reports, and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and all relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory

## B. Programming and Scheduling Information--Continued

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Teachers will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and all relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement of a science program with parallel

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

te response to questions 1-5 here

Science:	0			
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### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
  2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. Certified ESL teachers will provide professional development to instruct teachers in ways to help the ELL student. Professional Development will include ESL strategies for all grades. The New York State ESL standards will be addressed at faculty conferences, grade conferences, and at after-school professional development sessions. ESL teachers whom have participated in the "Quality Teaching for English Language Learners", workshop (QTEL) will turnkey to all new teachers the various strategies, methodologies, and activities learned.
- ELL personnel will attend various workshops which will be provided by the network and turnkey training information to school staff.
2. Elementary school teachers will articulate and conference with middle school teachers on an ongoing basis to provide support to ELL students as they make their transition from elementary to middle and/or middle to high school. P.S. 99s guidance counselor has various meetings for those ELLs that may be entering middle school or high school and the various programs, and subjects that may be of interest to them.
3. Professional Development for teachers will be ongoing. The 7 1/2 hours of ESL will be provided for all new incoming teachers. Content area teachers working with ELLs have received 7 1/2 hours of staff development on integrated ESL teaching.

### 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?
1. PTA meetings and school leadership meetings are held at various times during the school year for all parents, including parents of ELLs. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the programs available for their child. Online videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Translators are available for parents assistance, or the Translation Services are utilized for all questions or concerns the parents may have that do not speak the English language. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures. Parents will be provided support at workshops that will be conducted by the ESL teachers. Communications, such as informational letters and memos to parents will be translated either by translators or the Board of Education Translation Services, in their native languages. Students and parents will participate in activities to see and use both oral and written language, not only in school. Parents will be give easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning.
2. The school does not partner with other agencies or Community Based Organizations to provide worksops or services to ELL parents. When P.S. 99 receives information or flyers about an ESL conference or workshop in New York City, these are distributed to all ELL parents to give them the opportunity to attend them.
3. P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents.
- 4.. P.S. 99 evaluates the needs of the parents by reaching out to them and helping them to understand the important role they play in their child's education. We will continue to provide a variety of staff development opportunities to instructional staff.

## 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?

1. PTA meetings and school leadership meetings are held at various times during the school year for all parents, including parents of ELLs. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the programs available for their child. Online videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Translators are available for parents assistance, or the Translation Services are utilized for all questions or concerns the parents may have that do not speak the English language. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures. Parents will be provided support at workshops that will be conducted by the ESL teachers. Communications, such as informational letters and memos to parents will be translated either by translators or the Board of Education Translation Services, in their native languages. Students and parents will participate in activities to see and use both oral and written language, not only in school. Parents will be give easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning.

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3. P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents.

4. P.S. 99 evaluates the needs of the parents by reaching out to them and helping them to understand the important role they play in their child's education. We will try to engage parents in meaningful efforts to support our instructional practices.

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	Page 47
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## B. Programming and Scheduling Information--Continued

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## B. Programming and Scheduling Information--Continued

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

8. Implications for the Instructional Program for ELLs on content area instruction include the following: continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL. The continued provision of Intensive Academic Intervention services to all students who are not meeting the standards including Soar To Success,, Literature and Expressions by Glencoe, and an additional component to the Open Court "Imagine It", a new component to the Open Court curriculum which is aligned with and supports the implementation of the common core standards and initiative, such as critical thinking and problem solving for college and career expectations. Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations including ELLs. All teachers will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2)being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. The literacy coach will provide professional development, it will nclude the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading and the new Common Core Standards for English Language Arts. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for the teachers to plan collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards. Teachers will use data from the ARIS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the groupiing of students. Teachers will reinforce literacy strategies and ESL strategies in the English language during content area instruction. Intensive AIS initiatives in the English language will be provided to all middle grade students, including ELL and Special Education, who requireadditional assistance to meet the State Standards in ELA. The intensity of the services provided in the English language will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. Based on our analysis of data, and all relevant findings, the following are implications for our Math Instructional Program for Grades 3-8 students: continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 75-90 minute math block, the continuation of a school-wide math program with parallel instruction in all classes including self-contained Special Education and ELLS, continued provision of Intensive Academic Services to all students who are not meeting City and State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, all teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) develop appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills, and professional development in content-based math and the new Common Core Standards for mathematics for ELL students to be able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and to attend to precision. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students's needs to meet the standards. This will be done during grade conferences. Teachers will use data from ARIS reports, and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and all relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement of a science program with parallel

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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All teachers will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2)being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. The literacy coach will provide professional development, it will nclude the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading and the new Common Core Standards for English Language Arts. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for the teachers to plan collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards. Teachers will use data from the ARIS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the groupiing of students. Teachers will reinforce literacy strategies and ESL strategies in the English language during content area instruction. Intensive AIS initiatives in the English language will be provided to all middle grade students, including ELL and Special Education, who requireadditional assistance to meet the State Standards in ELA. The intensity of the services provided in the English language will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. Based on our analysis of data, and all relevant findings, the following are implications for our Math Instructional Program for Grades 3-8 students: continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 75-90 minute math block, the continuation of a school-wide math program with parallel instruction in all classes including self-contained Special Education and ELLS, continued provision of Intensive Academic Services to all students who are not meeting City and State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, all teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) develop appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills, and professional development in content-based math and the new Common Core Standards for mathematics for ELL students to be able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and to attend to precision. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students's needs to meet the standards. This will be done during grade conferences. Teachers will use data from ARIS reports, and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and all relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement of a science program with parallel instruction in all classes, including self-contained Special Education and ESL, continued provisions of Intensive Academic Intervention

### 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)?

te 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.

1. Certified ESL teachers will provide professional development to instruct teachers in ways to help the ELL student. Professional Development will include ESL strategies for all grades. The New York State ESL standards will be addressed at faculty conferences, grade conferences, and at after-school professional development sessions. ESL teachers whom have participated in the "Quality Teaching for English Language Learners", workshop (QTEL) will turnkey to all new teachers the various strategies, methodologies, and activities learned.

ELL personnel will attend various workshops which will be provided by the network and turnkey training information to school staff.

2. Elementary school teachers will articulate and conference with middle school teachers on an ongoing basis to provide support to ELL students as they make their transition from elementary to middle and/or middle to high school. P.S. 99s guidance counselor has various meetings for those ELLs that may be entering middle school or high school and the various programs, and subjects that may be of interest to them.

3. Professional Development for teachers will be ongoing. The 7 1/2 hours of ESL will be provided for all new incoming teachers. Content area teachers working with ELLs have received 7 1/2 hours of staff development on integrated ESL teaching.

### 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?

1. PTA meetings and school leadership meetings are held at various times during the school year for all parents, including parents of ELLs. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the programs available for their child. Online videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Translators are available for parents assistance, or the Translation Services are utilized for all questions or concerns the parents may have that do not speak the English language. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures. Parents will be provided support at workshops that will be conducted by the ESL teachers. Communications, such as informational letters and memos to parents will be translated either by translators or the Board of Education Translation Services, in their native languages. Students and parents will participate in activities to see and use both oral and written language, not only in school. Parents will be give easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning.

2. The school does not partner with other agencies or Community Based Organizations to provide worksops or services to ELL parents. When P.S. 99 receives information or flyers about an ESL conference or workshop in New York City, these are distributed to all ELL parents to give them the opportunity to attend them.

3. P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents.

4.. P.S. 99 evaluates the needs of the parents by reaching out to them and helping them to understand the important role they play in their child's education. We will continue to provide a variety of staff development opportunities to instructional staff.

## 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?

1. PTA meetings and school leadership meetings are held at various times during the school year for all parents, including parents of ELLs. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the programs available for their child. Online videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Translators are available for parents assistance, or the Translation Services are utilized for all questions or concerns the parents may have that do not speak the English language. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures. Parents will be provided support at workshops that will be conducted by the ESL teachers. Communications, such as informational letters and memos to parents will be translated either by translators or the Board of Education Translation Services, in their native languages. Students and parents will participate in activities to see and use both oral and written language, not only in school. Parents will be give easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning.

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3. P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents.

4. P.S. 99 evaluates the needs of the parents by reaching out to them and helping them to understand the important role they play in their child's education. We will try to engage parents in meaningful efforts to support our instructional practices.

## 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)	10	5	1	3	3	4	3	5	6					40
Intermediate(I)	6	2	10	2	4	3	8	6	8					49
Advanced (A)	1	12	4	11	5	10	6	2	2					53
Total	17	19	15	16	12	17	17	13	16	0	0	0	0	142

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	1	5	10	13	11	11	5	5	7				
READING/ WRITING	<b>B</b>	10	4	1	3	3	4	3	5	6				
	<b>I</b>	6	1	10	2	4	3	7	6	8				
	<b>A</b>	0	9	4	10	4	7	4	2	2				
	<b>P</b>	1	8	2	2	6	10	6	2	6				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	7	5	0	15
4	2	7	6	0	15
5	3	11	5	0	19
6	9	5	1	0	15
7	4	5	0	0	9
8	1	12	2	0	15
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		9		4		0		17
4	2		7		8		0		17
5	2		8	1	11		2		24
6	2		7	1	8		3		21
7	2		7	2	3		2	1	17
8	1		8	3	12	2	1		27
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	1	2		7		4		17
8	10		9		3		0		22
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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. The assessment tool that the school uses to assess early literacy skills for the ELLs is ECLAS-2, and the Wrap Kit. Our students in kindergarten are having difficulty with segmenting, blending, and sound recognition. While the students in grades 1-4 are struggling with reading and oral expression and writing. Students in K-3 are having difficulty with decoding, sight words, reading accuracy, oral expression, spelling, research, writing development and writing expression. With this information, teachers will plan their instruction

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **P.S. 99**

Cluster: **IV** Network: **409**

**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.

To assess our school's written translation and interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand, we survey the parents at the ESL Parent Orientation Meetings that is held within 10 days for the new incoming students. We survey the needs and capabilities of the parents at PTA meetings and parent workshops held at the school. We also review the home language survey from questions 5-8 which asks: What language is spoken at home most of the time? and What language does the child speak with parent's most of the time? We also interpret data in the language breakdown of ESL students, and when analyzing the school's report card we focus on the school's percentage of ethnicity, recent immigrants (students enrolled as of October 31, 2011 who immigrated to the U.S. within the last three years), and recent immigrants place of birth.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After detailed analysis of the number of ELLs by grade in each language group in our English as a Second Language Program, it was noted that the highest language group spoken in the school was Urdu, followed by Spanish and Russian. The highest percent of enrollment of recent immigrant's place of birth for 2011 was Pakistan, Russia, and Uzbekistan. Therefore, the greatest demand for translation services in the school were for Urdu, Spanish, and Russian. The findings of our school's written translation and oral interpretation needs were reported to the school community through parent workshops and PTA meetings.

## 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 proposed written translation services the school plans to provide, will be the availability of a teacher before/after school, and also the availability of a paraprofessional before/after school. To meet the identified needs for written translation services for parents, important notes, bulletins, and PTA notices will be translated by a teacher, paraprofessional, and the on-line translator service accessed through the Board of Education.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The proposed oral interpretation services the school plans to provide will be the availability of teachers and paraprofessional before and after school. The teachers will be available for oral interpretation of Spanish and Russian, and the paraprofessional will be available for Urdu.

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>.

Upon a new student's enrollment, the parent language will be written on the student's blue emergency card, and maintained on the ATS System through the new ELPC program which must be updated within the 10 days of the student's arrival. Parent's needs for oral and written translations will be reviewed, and the teachers and a paraprofessional will be available to fulfill Section VII of Chancellor's Regulations A-663, during workshops, meetings, and for parental notices, along with the Board of Education translation services. A written notification of parent's rights regarding translation and interpretation services in the appropriate covered languages, and on how to obtain these services will be posted in the school and distributed to the parents.



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 99/I.S. 99	DBN: 21K099
Cluster Leader: David Cohen	Network Leader: Neal Opromalla
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✱3    ✱4    ✱5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 1. P.S. 99 will provide a Saturday ESL Enrichment Program for ELL/Students in grades 6-8, and an after-school program for grades 3-5 to increase English language proficiency, content acquisition and academic achievement under Federal law (Title III of "No Child Left Behind Act") 2. The students will meet three hours each session from 8:30 A.M. to 11:30 A.M. for a total of 90 hours on Saturday and two days a week from 3:05 P.M. - 5:05 P.M. for 50 hours 3. These students in grades 3-8, in groups of ten, will be selected according to the greatest need of English language development. Assessments used will be the LAB-R, and NYSESLAT. 4. Instruction will be provided in English. 5. Three teachers will be providing services to ESL students comprising of two certified ESL teachers and a Common Branch teacher for Saturdays and three certified Common Branch Teachers for After - School. 6. The types of materials used for this Saturday Program will be the Coach New York State Workout - Skills Review and Practice English Language Arts and Coach New York State March - to - March Workout Skills Review and Practice Mathematics.

To assist these students these supplementary services will have small ten group student instruction, utilizing English as a Second Language strategies and methodologies. A main focus will be to meet the educational strengths and needs of the student, in order that these students acquire English language skills to meet the age appropriate academic achievement standards of rigor and college readiness by using listening, speaking, reading, and writing skills through content-area instruction. Teachers work with students to develop positive self esteem, and an understanding of the American culture.

The Title III program will supplement the regular mandated ESL instructional services. The teaching staff will be highly skilled and qualified state certified teachers, two certified ESL teachers and one fully licensed Common Branch teacher for Saturdays, and three certified Common Branch teachers for after-school who has received staff development in methods for teaching ESL students.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: - Professional Development will include ESL strategies and methodologies. The New York State ESL Standards will be addressed at faculty conferences, grade conferences, and at after-school professional development sessions. - All teachers will receive training in ESL strategies and methodologies and in ESL standards. - On going training will be provided for staff teachers during the forty five minute faculty conferences, grade conferences and at after-school professional development sessions. - Topic to be discussed for ESL training will be: a) Working with ESL students in the

**Part C: Professional Development**

"Mainstream Classroom". Catherine Brown's Intensive Institute for English Language Learners. b) "Stress-Free Homework" c) "Hands on Approach to English Language Learning" d) "Using Graphic Organizers to Assist English Language Learners with Reading Comprehension. e) "Strategies to Assist LEP Students Develop Critical Thinking Skills, Career Readiness and Rigor (using scaffolding devices, schema building, think pair - share, bridging, and text representation) for the Common Core and ESL Standards. f) "Test-Taking Strategies for the NYSESLAT Test" g) "The Importance of Reading for Language Learners. - Assisting Students with Summer Reading". - Training and teaching strategies will be provided by certified ESL teachers and regional staff.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: - Parents will be provided support at workshops that will be conducted by the teachers to assist parents and their child in the transition into the school and academic achievement - These workshops will be conducted during the day and at night PTA meetings, and for scheduled workshops during the ESL certified teacher's prep period. - Students and parents will participate in activities to see and use both oral and written language, not only in school activities and workshops, but in the home as well. Translated family letters will inform parents of activities and workshops going on in school, and will be given easy -to-understand ideas for supporting and promoting literacy in the home. Take-home, hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's liteacy learning, academic, and content based education. - Certified ESL teachers will provide workshop for parents - Communications, such as informational letters, memos, and workshops to parents will be in their native languages translated by the Board of Education Translation services.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$21026

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$21026

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	0	0