



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS 199

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21K199

**PRINCIPAL:** ROSALIA BACARELLA

**EMAIL:** RBACARELLA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ISABEL DIMOLA

**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
Rosalia Bacarella	*Principal or Designee	
Andrew Rosenberg	*UFT Chapter Leader or Designee	
Samina Azam	*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	
Bonaira Bastamante	Member/Parent	
Elizabeth Serrano	Member/Parent	
Felix Fuentes	Member/Parent	
Navida Ahmed	Member/Parent	
Desiree Tomaselli	Member/Teacher	
Lisa Esposito	Member/Teacher	
Gina Leahy	Member/Assistant Principal	

## **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**

To strengthen the curriculum in English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the New York Common Core Learning Standards (NYCCLS). By June 2012, 75% of all students in grades Pre-K to 5 will demonstrate proficiency (Level 3 or higher) on the spring 2012 literacy task as measured by a DoK aligned, teacher-created rubric.

### **Comprehensive needs assessment**

With the adoption of the NYCCLS, PS 199 began the work of integrating these new ELA standards into our curriculum last year. In 2010-11, we addressed the NYCCLS for informational writing within our Social Studies curriculum. We continue this work in 2011-12 by studying how we address NYCCLS for reading within our Social Studies curriculum. In addition, as a participant in the Teachers College Reading and Writing Project, our units of study in ELA are also aligned to the Common Core Standards. The New York City instructional expectations for 2011-12 specify that all students are to be engaged in a rigorous task that addresses the NYCCLS. This goal encompasses the work we started last year and continue with this year as our school works toward implementing the NYCCLS.

### **Instructional strategies/activities**

- All students in grades Pre-K to 5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- Students will be prepared for this task in non-fiction reading and writing through our Teachers College Reading and Writing Workshop curriculum, as well as Common Core standards-based work in Social Studies.
- Teachers will work in grade teams during weekly common preparation periods to develop a task that aligns with the NYCCS and our curriculum, as well as develop a DoK aligned rubric by which to measure student proficiency on this task.
- Teachers will also work both in and across grade teams to analyze student work so as to determine the skills and strategies students need to learn in order to be successful on this rigorous task and plan instruction accordingly.
- As a Teachers College Project School, we will adapt the tasks developed by TC so that it aligns with our curriculum. We will also use tasks and resources in the Common Core Library to help guide us.
- We will be supported in this work by professional development through our network and Teachers College. For example, lead teachers, the assistant principal and the principal will participate in workshops on DoK and task and assessment development.

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

- During Literacy Week, parents are invited to attend a reading and writing workshop in their child's classroom so that they are familiar with how their children learn these subjects.
- Each grade sends 5 newsletters per year to inform parents about what their children are learning and offer suggestions on how they can support them in this learning.
- Through our PTA and Parent Coordinator, parents are informed of the NYCCLS and offered workshops on how to help students with homework and other topics supporting parents.

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

- 100% of teachers at PS 199 are Highly Qualified as defined by state standards. PS 199 will continue to recruit teachers with the appropriate credentials for teaching in their content area, grade level and special services.

**Service and program coordination**

- N/A

**Budget and resources alignment**

- In order to achieve this goal, the principal, assistant principal, literacy coach and teachers are provided with professional development through Network 409 and Teachers College Reading and Writing Project. Title I funds are used for participation in TC, as well as for substitute teachers when teachers attend professional development, and to supplement classroom libraries with non-fiction books and texts.
- ARRA RTTT Instructional Expectations Funds and TL DY0 Assessments Funds will be used to hire substitute teachers in order to free up teachers to grade and analyze the assessments.

## 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**

To strengthen the curriculum in Mathematics in order to prepare all students for the rigorous performance expectations as specified in the New York Common Core Learning Standards (NYCCLS). By June 2012, 75% of all students in grades Pre-K to 5 will demonstrate proficiency (Level 3 or higher) on the spring 2012 math task as measured by a DoK aligned, teacher-created rubric.

### **Comprehensive needs assessment**

With the adoption of the NYCCLS, PS 199 is beginning the work of integrating these new Math standards into our curriculum. In addition to developing progress monitoring tools aligned to the NYCCLS in Math (see Goal #3), PS 199 will be implementing the New York City instructional expectations for 2011-12. These expectations specify that all students are to be engaged in a rigorous task that addresses the NYCCLS. This goal encompasses part of the work we will do to strengthen our Mathematics curriculum and prepare students to meet new standards for college and career readiness.

### **Instructional strategies/activities**

- All students in grades Pre-K to 5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Teachers will work in grade teams during weekly common preparation periods to develop a task that aligns with the NYCCS and our curriculum, as well as develop a DoK aligned rubric by which to measure student proficiency on this task.
- Teachers will also work both in and across grade teams to analyze student work so as to determine the skills and strategies students need to learn in order to be successful on this rigorous task and plan instruction accordingly.
- We will use tasks and resources in the Common Core Library to help guide us.
- We will be supported in this work by professional development through our network. For example, lead teachers, the assistant principal and the principal will participate in workshops on DoK and task and assessment development. The learning from this professional development is turn-keyed to teachers during common planning periods

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

- During Math Week, parents are invited to attend a math class in their child's classroom so that they are familiar with how their children learn mathematical concepts.
- Each grade sends 5 newsletters per year to inform parents about what their children are learning and offer suggestions on how they can support them in this learning.
- Through our PTA and Parent Coordinator, parents are informed of the NYCCLS and offered workshops on how to help students with homework and other topics supporting parents.

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

- 100% of teachers at PS 199 are Highly Qualified as defined by state standards. PS 199 will continue to recruit teachers with the appropriate credentials for teaching in their content area, grade level and special services.

**Service and program coordination**

N/A

**Budget and resources alignment**

- In order to achieve this goal, the principal, assistant principal, and teachers are provided with professional development through Network 409. Funding for Network support is allocated through TL Children First Network funding. The Assistant Principal and two lead teachers are attending a math institute given by Lucy West. Another group of teachers who work with special needs students is attending a Math for All Institute in order to learn how to help students with special needs meet the demanding work of the NYCCLS. Representatives from each grade also receive professional development from the Math Specialist in Network 409.
- ARRA RTTT Instructional Expectations Funds and TL DYO Assessments Funds will be used to hire substitute teachers in order to free up teachers to grade and analyze the assessments.

### 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**

To improve teacher effectiveness in monitoring student progress in achieving the NYCCLS in mathematics. By June 2012, all classroom teachers working in collaborative inquiry teams will have developed 3 assessments specific to each grade (K to 5) in order to monitor progress in achieving both practice and content standards of the NYCCLS in mathematics.

#### **Comprehensive needs assessment**

In the spring 2011 New York State Math assessments, 73% of our students performed at a Level 3 or 4, a .2% drop from the previous year. Our median growth percentile was 64, down from 77 in the previous year. As we evaluated our curriculum, we realized that we do not have a school-wide system to assess and monitor student progress in math. By developing these assessments, we will be able to analyze student-, grade- and school-level data in order to plan future instruction and evaluate math programs for implementation in 2012-2013.

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

- Supported by the principal and assistant principal, a core team of teachers with representatives from each grade will lead this Collaborative Inquiry work with colleagues on their grade.
- Lead teachers will receive professional development on collaborative inquiry from our network and will turnkey to members of the core team at faculty conferences.
- Working in collaborative inquiry teams, teachers will use their current curriculum from Houghton Mifflin, as well as other resources such as Everyday Math and Exemplars, to develop 3 assessments (December, March and June) that monitor the progress of students on meeting practice and content grade standards in the NYCCLS.
- After each assessment, teachers will analyze the student work against grade-level, teacher-created rubrics aligned to DoK, in order to plan rigorous future instruction.
- Math curriculum and programs aligned to the NYCCLS will be evaluated for implementation in 2012-2013.

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

- The results of the assessments will be shared with parents along with strategies to support their children in areas of need.
- During Math Week, parents are invited to attend a math class in their child's classroom so that they are familiar with how their children learn mathematical concepts.
- Each grade sends 5 newsletters per year to inform parents about what their children are learning and offer suggestions on how they can support them in this learning.
- Through our PTA and Parent Coordinator, parents are informed of the NYCCLS and offered workshops on how to help students with homework and other topics supporting parents.

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

- 100% of teachers at PS 199 are Highly Qualified as defined by state standards. PS 199 will continue to recruit teachers with the appropriate credentials for teaching in their content area, grade level and special services.

**Service and program coordination**

N/A

**Budget and resources alignment**

- ARRA RTTT Data Specialist, ARRA RTTT Instructional Expectations and TL DY0 Assessments Funds will be used for the Core Inquiry Team per session and to hire substitute teachers in order to free up teachers to grade and analyze the assessments.

## 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**

- To support our students with special needs in meeting New York State standards in mathematics so that 50% of Grade 3, 4 and 5 students with disabilities perform at a level 3 or 4 on the New York State Mathematics assessment in April 2012.

### **Comprehensive needs assessment**

- PS 199 did not meet AYP in mathematics for students with disabilities in 2010-11. Only 29% of 78 students tested performed at a level 3 or 4. We evaluated the services students with special needs received in mathematics and we realized that while we provide significant support in literacy (for example, Wilson intervention), we do not provide sufficient intervention services in mathematics. Teachers also need to be supported so that they are able to differentiate and scaffold instruction for students with special needs.

### **Instructional strategies/activities**

- Four teachers who work with special needs students in Grades 3, 4 and 5 are attending a Math for All Institute in order to learn how to make the demanding work of the NYCCLS accessible to students with special needs. These teachers will turn-key their learning during common preparation periods.
- An AIS teacher has been assigned to push-in to classes with special needs students during math instruction.
- GoldMansour and Rutherford, staff developers for inclusive classrooms, has been hired to provide professional development to ICT teacher teams so that they may more effectively differentiate instruction and meet the needs of all students in their class.

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

- Teachers will communicate progress to parents regularly and provide suggestions for how they can support their children.
- During Math Week, parents are invited to attend a math class in their child's classroom so that they are familiar with how their children learn mathematical concepts.
- Each grade sends 5 newsletters per year to inform parents about what their children are learning and offer suggestions on how they can support them in this learning.
- Through our PTA and Parent Coordinator, parents are informed of the NYCCLS and offered workshops on how to help students with homework and other topics supporting parents. The Parent Coordinator also provides information to parents on resources available for families of students with disabilities.

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

- 100% of teachers at PS 199 are Highly Qualified as defined by state standards. PS 199 will continue to recruit teachers with the appropriate credentials for teaching in their content area, grade level and special services.

### **Service and program coordination**

N/A

**Budget and resources alignment**

- Title I SWP funds are used to fund an AIS teacher and the professional development by GoldMansour and Rutherford.
- The Math for All Institute is funded by Network 409.

## ANNUAL GOAL #5 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 #5**

To improve teacher effectiveness by utilizing a common lens for instruction and curriculum to set clear expectations, and to provide evidence-based, applicable feedback to teachers resulting from frequent classroom observations. By June 2012, 100% of the teaching staff will have been observed through frequent cycles of classroom observation using a school-developed competency-based rubric and will have received evidence-based feedback to support them in increasing the rigor and effectiveness of their instruction.

### **Comprehensive needs assessment**

Last May, New York State passed Education Law 3012-c, establishing a new framework for teacher and principal evaluation. While New York City works with the UFT and CSA to come to agreement on how this will be implemented, Chancellor Walcott has asked us to engage in more cycles of classroom observations and feedback using a rubric that articulates clear expectations for teacher practice. Our goal at PS 199 is to help develop a supportive and professional dialogue that will help both administrators and teachers enhance instruction for students in our school. This will lay the foundation for the work ahead by practicing this feedback cycle with a rubric.

### **Instructional strategies/activities**

- Teachers will be provided with professional development on the rubric at Faculty conferences and at Lunch and Learns according to the following schedule: September 7, September 26, October 17, November 21, and January 9.
- Using this competency-based rubric, teachers will be formatively observed using focused lenses. These lenses will include designing coherent instruction, establishing a culture of learning, managing student behavior, using questioning and discussion techniques, engaging students in learning and using assessment in instruction.
- Formal observations will also reference the above focus areas depending on teacher professional learning needs as determined by frequent cycles of formative observations and discussions between the Principal and/or AP and the teacher.

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

- We will provide opportunities for parents to help them understand the accountability system, including teacher effectiveness accountability, as well as NCLB, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey. The primary vehicles for these opportunities will be School Leadership Team and PTA meetings.

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

- 100% of teachers at PS 199 are Highly Qualified as defined by state standards. PS 199 will continue to recruit teachers with the appropriate credentials for teaching in their content area, grade level and special services.

### **Service and program coordination**

- N/A

### **Budget and resources alignment**

- Frequent cycles of observations, and the associated Professional Development, will be conducted by the Principal and Assistant Principal. The Principal is funded by TL Fair Student Funding and the Assistant Principal is funded by 10% Title I SWP funds, with the remaining balance funded by TL Fair Student Funds.

**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>	10	0	N/A	N/A	1	0	0	0
<b>1</b>	31	31	N/A	N/A	1	0	0	1
<b>2</b>	28	20	N/A	N/A	1	0	0	3
<b>3</b>	9	15	N/A	N/A	2	0	0	4
<b>4</b>	28	20	0	0	1	0	0	7
<b>5</b>	31	25	7	0	4	0	0	3
<b>6</b>								
<b>7</b>								
<b>8</b>								
<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>A reading specialist provides Academic Intervention Services to students in Grade 3, 4 and 5 using the Wilson Intervention program during the school day. This teacher also provides small group instruction to grade 2 students at risk. A kindergarten extended day program focuses on providing Foundations interventions.</p> <p>An additional AIS teacher provides push in academic intervention services during the school day in small groups. This teacher supports students' learning goals and provides differentiation of instruction to meet students' needs.</p> <p>The extended day program is used to provide small group instruction to students at risk of not meeting grade specific standards. This program is offered Monday through Thursday from 8:10 to 8:47.5.</p> <p>A licensed ESL teacher will provide ESL students in grades 1 and 2 literacy support during the school day. This teacher will push into the general education classes twice per week to support literacy skills using applications on the IPAD.</p> <p>An after school program is offered to students two times a week to support their acquisition of reading strategies and to prepare them for the state assessment. An ESL teacher pushes into these classes to support language acquisition.</p>
<b>Mathematics</b>	<p>Grades 3, 4 and 5 students receive Mathematics intervention. Academic Intervention Services are offered during the school day using a push in model. The AIS teacher works with students in small groups to provide differentiation of instruction to meet students' needs.</p> <p>The extended day program is utilized to provide small group instruction to students at risk of not meeting grade specific standards. This program is offered Monday through Thursday from 8:10 to 8:47.5.</p> <p>A licensed ESL teacher will provide grade 1 and 2 ESL students support in Mathematics during</p>

	<p>the school day. This teacher will push into the general education classes twice per week to provide mathematic support using applications on the IPAD.</p> <p>An after school program is offered to support students and prepare them for the state assessment.</p>
<b>Science</b>	An after school program supports student achievement on the state assessment.
<b>Social Studies</b>	Fifth grade students receive support during the 37.5 minute extended day program.
<b>At-risk Services provided by the Guidance Counselor</b>	A full time guidance counselor supports all students. The guidance counselor pushes into individual classes to support self esteem and respect among students. The guidance counselor works with small groups and individual students based on their individual needs and coordinates a peer mediation program. In addition, the guidance counselor facilitates a Service Learning Project that incorporates a book of the month with culminating projects to promote respect for all and citizenship.
<b>At-risk Services provided by the School Psychologist</b>	A part time psychologist meets with students as needed to support individual student needs.
<b>At-risk Services provided by the Social Worker</b>	A part time social worker meets with students to support individual student needs necessary for academic growth.
<b>At-risk Health-related Services</b>	One full time and one part time time occupational therapists, one part time physical therapist and three full time speech therapists work with students on their IEP goals. In addition, they work with students on an at-risk basis.

**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;

### ***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 will 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.

**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>C. Groll/Neal Opromolla</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>199</b>
School Name <b>Frederick Wachtel</b>			

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

Principal <b>Rosalia Bacarella</b>	Assistant Principal <b>Gina Leahy</b>
Coach <b>Nancy Zaugg</b>	Coach <b>type here</b>
ESL Teacher <b>Aimee Grassini</b>	Guidance Counselor <b>Lauren Horowitz</b>
Teacher/Subject Area <b>Felene Catell/Grade 4</b>	Parent <b>Samina Azam</b>
Teacher/Subject Area <b>Leah Sassoon/Grade 1</b>	Parent Coordinator <b>Rita Velic</b>
Related Service Provider <b>Chaya Twerski/Speech</b>	Other <b>type here</b>
Network Leader <b>Neal Opromolla</b>	Other <b>type here</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>5</b>	Number of certified bilingual teachers	<b>2</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>509</b>	Total Number of ELLs	<b>157</b>	ELLs as share of total student population (%)	<b>30.84%</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. 

P.S. 199 is a Pre-K school servicing approximately 509 students with many ethnic backgrounds. Our English Language Learner population consists of 157 students which is 30.84% of our total Kindergarten to fifth grade population. The school employs 5 certified ESL teachers, 2 certified bilingual teachers and 1 ESL certified coordinator. Our two bilingual teachers are also certified in special education.

1. A parent/guardian with a student entering the NYC school system for the first time is given a Home Language Identification Survey (HLIS) to complete during the registration process. If a student has a home language other than English, the ESL coordinator, Nancy Zaugg or one of our licensed ESL teachers, Aimee Grassini, Mark Wasser or Klara Kitroser conducts an informal interview with the parent/guardian at this time. If the parent/guardian or student needs the interview in another language, we provide translation services through staff members. The staff members utilized in this process are Klara Kitroser, Anna Dopyera, Anna Doktor, Jacqueline Lopez, Jennifer Sabino and Farhat Zaka. If a staff member is not available in a language that a parent/guardian speaks, we then use the Translation Services hotline.

Once the HLIS is reviewed and it is determined that the child speaks a language other than English or very little English, he/she is tested with the LAB-R. The student is administered the test within 10 days by one of our licensed ESL teachers or our licensed ESL coordinator. Their names are listed above. These staff members work closely with the testing coordinator, Leona Wasser to ensure testing is completed and documents are submitted in a timely manner.

Students identified as ELLs are tested in the spring with the NYSESLAT. All students are given the mandated testing time. As the results are posted, parents/guardians are notified of their student's progress. Continued entitlement letters and transitional entitlement letters are sent to the parents/guardians in their native language and in English. Parents/guardians of newly entitled students that are entitled to receive services as per the LAB-R receive entitlement letters. They are invited to an orientation meeting where they watch the orientation video explaining their program options.

2. At the Parent Orientation meeting, parents view the video explaining the three programs offered to ELL students. The video is shown in the various native languages of the population of parents/guardians attending the meeting and in English as well. This helps to ensure that the three program choices are understood. To provide additional support, the ESL coordinator, ESL teachers, administration and the parent coordinator are available to answer any questions. Translators from our staff are on hand to assist parents in understanding the program choices and parent survey. Parent surveys and brochures are also made available in the native languages of our population in order to make the selection process run smoothly. At the conclusion of the meeting, parents choose a program that best suits the needs of their child. Every effort is made to accommodate their choices.

If a parent/guardian is unable to attend the initial orientation meeting, additional opportunities are provided to the parents. A second meeting is scheduled for those who were not able to attend the first meeting. One to one meetings are scheduled on an as needed basis and parents/guardians are also given the opportunity to view the video during Parent Teacher conferences. Every effort is made so that parent/guardian's schedules are accommodated to ensure that the viewing of the video takes place and parent surveys are completed.

3. Teachers of ELLs meet regularly to ensure that all necessary documentation is distributed to the parents/guardians of each of our ELL students. Copies of entitlement letters are distributed to those students who do not meet the cut-off score on the LAB-R. A copy of this letter is also kept in the ESL coordinator's office in addition to the parent survey. The original parent survey is filed in the child's cumulative record folder. If a form is not returned, the ESL coordinator and Parent coordinator work closely together to reach all parents/guardians to ensure that the Parent Survey and Selection Forms are returned.

4. Parent selection forms are reviewed and every effort is made to honor parental choice. Parents are informed of student placement with a placement letter. The letters are sent home with each of the children in English and their native language. Copies of the letters are kept on file in the student's ELL folder.

5. After reviewing the Parent Survey and Selection Forms for the past few years, the trend in our school has been that parents select ESL as their program of choice. Over 90% choose ESL as the option for their children. As per the Parent Survey and Selection Forms, program models in our school are aligned with parental choice.

6. PS 199 honors parent choice and we align our program models accordingly. If at anytime our numbers reflect the need to open a Dual Language or a Transitional Bilingual Education program, parents will be informed and classes will be formed.

## 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): Yiddish
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	16	0	20	12	24								84
<b>Total</b>	12	16	0	20	12	24	0	0	0	0	0	0	0	84

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	138	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8		8	1		1				9
Dual Language										0
ESL	131		19	17		9				148
Total	139	0	27	18	0	10	0	0	0	157

Number of ELLs in a TBE program who are in alternate placement: 8

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish			3	3	2	1								9
Other														0
TOTAL	0	0	3	3	2	1	0	0	0	0	0	0	0	9

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**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 L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	4	11	7	4	9	7								42
Chinese	2	1	2	3	1	1								10
Russian	9	10	9	2	5	6								41
Bengali	2	2	2	4	3	1								14
Urdu	1	2	3	3	3	3								15
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian			1			2								3
Other	6	5	5	1	2	5								24
<b>TOTAL</b>	<b>24</b>	<b>31</b>	<b>29</b>	<b>17</b>	<b>23</b>	<b>25</b>	<b>0</b>	<b>149</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

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

2. Instructional periods are 45 minutes each. This ensures the mandated number of instructional minutes are provided according to proficiency levels. Beginner and intermediate students receive 8 periods of ESL instruction, totaling 360 minutes weekly. Advanced students receive 4 periods of ESL instruction weekly, totaling 180 minutes of ESL instruction weekly.

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

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

## A. Programming and Scheduling Information

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

We do not have any self contained ESL classes.

3. In order to maximize English language acquisition for ELLs, the ESL and classroom teacher work closely to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of our ELLs. To maximize language development, the teachers will spend time planning together. This then enables the ESL teacher to meet the needs of her ELL students in a differentiated manner using ESL strategies. This makes the content much more comprehensible for those students.

4. To ensure that ELLs are appropriately evaluated in their native language, PS 199 does two things. One thing we do is test children in Spanish that qualify for Spanish testing when taking the LABR. Another procedure we have in place involves the assistance of our testing coordinator. She articulates with classroom and ELL teachers to provide the state assessments in ELA, Math and Science in native languages for students who would benefit from translated tests.

5a. We do not have any SIFE students, but in the event we did, those students would receive academic intervention in the form of small group instruction. They would also be invited to attend the 37.5 extended part of our day and after-school academic programs that are targeted to their specific learning needs.

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

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

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

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

6. To foster academic gains for our ELL-SWDs we provide professional development to our special education teachers to improve the strategies they use in order to meet the needs of their students. They attend workshops given by Teachers College as well as the Office of English Language Learners. These workshops help the teachers provide the academic content that is necessary but with a differentiated approach so that the needs of their learners are met. They provide such strategies as frontloading vocabulary, using sentence frames to accelerate language development and lots of picture support to add to the children's repertoire of vocabulary and understanding of new words in all subject areas. The teachers often differentiate word walls to meet the needs of this particular population allowing room for scaffolding as the year goes on.

7. Our school uses a push-in model for ESL services to minimize out of classroom movement and maximize IEP services. ESL teachers are provided with professional development in meeting the needs of IEP students through Teachers College and the Office of English Language Learners. Teachers are trained in curriculum across various grade levels to meet the needs of these diverse ELLs.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

## 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. ELL students receive small group intervention during the Extended Day program. Additionally, identified ELLs receive Wilson Intervention from a licensed Wilson Reading Intervention teacher. After school programs in ELA, Math and Science are offered to all ELL students in grades 3, 4, and 5. Students in grades 1 and 2 are invited to participate in a Literacy through the Arts after school program. We also have an Academic Intervention teacher supporting our struggling students, including ELLs in grades 4 and 5. All of our targeted intervention programs are offered in English.

9. Transitional ELLs receive support for two years after attaining proficiency through academic interventions before and after school. They are invited to attend the extended part of our day in order to continue support in the development of the English language. During our school day they are supported during English Language Arts with the help of an AIS provider. Transitional ELLs are also invited to attend after school programs in ELA, Math and Science.

10. For the upcoming school year, PS 199 will be implementing LEAP (Learning through an Extended Arts Program) in grades 3, 4, and 5. This program is designed to increase literacy skills through arts and movement. Many of the strategies used in this program are ESL strategies. In Kindergarten, Studio in a School will be implemented to help increase language and expression for all students including ELLs.

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

12. ELLs participate in the full curriculum at P.S. 199. This includes Literacy, Math, Social Studies, Science, Technology, Music, Art and Physical Education. All ELLs are invited to the extended portion of our day to receive small group instruction 4 days per week. This support supplements the services they receive during the day. Students requiring additional support to prepare for the spring New York State ELA and Math assessments are invited to attend an after school academy from January until April, two days per week. All ELLs are invited to attend this academy as well. PS 199 also provides an after-school arts and enrichment program. Everyone, including ELLs are invited to attend this program which is held one day per week from January to May.

13. Technology is used to support ELLs through the Imagine Learning program. This program gives students the opportunity to improve their literacy skills with the use of interactive computer software. In addition, computers, ENO Boards, document cameras and Smart Boards are available in many of our classrooms to enhance the teaching and learning of all students, including our ELL population.

14. Native language support is delivered in various ways in our ESL and TBE program. One way P.S. 199 supports the native languages of our ELL students is by providing literature in their native language both in the classroom libraries and the school library. Parents are welcome to visit the school library to borrow books in their native language and in English to support student growth. To support the native languages that are reflective in our school, we have also provided parents with dictionaries. We provided this tool for parents so that they can assist their children.

In our TBE program, in addition to the above, native language instruction is offered to those children part of the day.

15. Required services support and correspond to the age and grade levels of ELLs. Teachers use the Common Core Standards and ESL standards to drive their instruction.

## 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. ELL students receive small group intervention during the Extended Day program. Additionally, identified ELLs receive Wilson Intervention from a licensed Wilson Reading Intervention teacher. After school programs in ELA, Math and Science are offered to all ELL students in grades 3, 4, and 5. Students in grades 1 and 2 are invited to participate in a Literacy through the Arts after school program. We also have an Academic Intervention teacher supporting our struggling students, including ELLs in grades 4 and 5. All of our targeted intervention programs are offered in English.

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In our TBE program, in addition to the above, native language instruction is offered to those children part of the day.

15. Required services support and correspond to the age and grade levels of ELLs. Teachers use the Common Core Standards and ESL standards to drive their instruction.

16. To assist newly enrolled ELL students before the beginning of the school year, parents of ELLs are given a parent handbook. This handbook is available in English, Spanish, Chinese and Urdu. The handbook provides the parents with information they need in order to

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## 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. To increase parental involvement for all of our parents, including the parents of ELLs, PS 199 offers a number of opportunities for our parents to be active members in their children's education. One way we foster parental involvement is by inviting parents to attend their child's class during Literacy Week. This gives the parents an opportunity to experience what occurs during our reading and writing workshop sessions. Another literacy event that we host is our Read Aloud Day which is run by our school librarian. On this day parents are invited to visit their child's class and read aloud a book to the children. Parents are also encouraged to read books in their native language. Additionally, parents are invited to publishing parties where they have an opportunity to visit their child's class and share in the experience of having their child read a piece of writing they've published.

PS 199 holds a number events in the evening in order to promote parental involvement. Some activities include curriculum nights, movie nights, BINGO nights and a school play at the end of the year. It is the intent of all of these activities to support the home-school connection for all of our parents, including the parents of ELLs.

2. Our school has a partnership with COJO (Council of Jewish Organization). This organization offers English classes to our parents at no cost. These classes are available to all of our parents, including the parents of ELLs. The classes are offered at five different levels for this reason. PS 199 offers workshops to address the needs of our parents by touching upon several different topics. Health Plus sponsors a workshop to help families obtain free or low cost health insurance. Dial-A-Teacher conducts a workshop on how parents can assist their children with their homework. We also have a representative from Public Health Solutions come in to assist parents in getting WIC for their children if they are qualified. Additionally, we have a partnership with the MIDwood Development Organization. They have a representative that comes to our school during PTA meetings to speak to our parents about housing issues.

3. The needs of our parents are evaluated through our open lines of communication. Parents and teachers communicate via email whenever necessary. Every effort is made to accommodate parents accordingly. Additionally, to be sure that all parents receive the necessary information the school is providing we have them fill out a questionnaire regarding their native language. This allows us to provide written communication in their native language as well as oral communication through the translation service. This process ensures that there is never a break down in communication and if there is something their child needs, we will always do our best to assist them.

4. Parental involvement activities and workshops are offered based on parent needs as per a questionnaire. They are also based on what we feel as a school are meaningful activities to get parents involved.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Teachers of ELLs, including the general education teachers, subject area teachers, bilingual teachers, ESL and special education teachers receive support in the teaching of Literacy. All teachers share common planning periods to facilitate professional development in Teachers College Reading and Writing Workshop which they do so. This helps in providing all the students with the same level of literacy.

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1. Teachers of ELLs, including the general education teachers, subject area teachers, bilingual teachers, ESL and special education teachers receive support in the teaching of Literacy. All teachers share common planning periods to facilitate professional development in Teachers College Reading and Writing Workshop model which the school uses. This philosophy of teaching allows teacher modeling, student engagement, accountable talk and differentiation of instruction. Teachers also use these planning periods to look at student data and make decisions on instructional strategies based on student work. All teachers receive professional development through Teachers College on teaching ELLs. The ESL coordinator also provides strategies for ELLs during these professional periods.

Our paraprofessionals have also taken part in lunch and learns that have dealt with meeting the needs of ELLs and the role they can play to support these children. Our related services providers attend professional development for ELLs along with the staff during Election Day, Chancellors Day, common planning periods and faculty conferences.

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

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

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

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

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PS 199 holds a number events in the evening in order to promote parental involvement. Some activities include curriculum nights, movie nights, BINGO nights and a school play at the end of the year. It is the intent of all of these activities to support the home-school connection for all of our parents, including the parents of ELLs.

2. Our school has a partnership with COJO (Council of Jewish Organization). This organization offers English classes to our parents at no cost. These classes are available to all of our parents, including the parents of ELLs. The classes are offered at five different levels for this reason. PS 199 offers workshops to address the needs of our parents by touching upon several different topics. Health Plus sponsors a

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4. Parental involvement activities and workshops are offered based on parent needs as per a questionnaire. They are also based on what we feel as a school are meaningful activities to get parents involved.

## 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)	12	8	9	5	10	12								55

### 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:

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

**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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	4	0	0	0	1	0							
	<b>I</b>	6	4	4	3	1	3							
	<b>A</b>	11	17	6	4	3	1							
	<b>P</b>	13	20	14	11	10	10							
READING/ WRITING	<b>B</b>	8	6	6	3	1	1							
	<b>I</b>	10	4	4	4	5	4							
	<b>A</b>	8	15	11	6	5	2							
	<b>P</b>	8	16	3	5	4	7							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	4	3		14
4	5	7	2		14
5	4	4	3		11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		3		8				17
4	4		7		3				14
5	2		6		5		1		14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		7	1			15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>PS 199</u></b>		<b>School DBN: <u>21K409</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosalia Bacarella	Principal		11/29/11
Gina Leahy	Assistant Principal		11/29/11
Rita Velic	Parent Coordinator		11/29/11
Aimee Grassini	ESL Teacher		11/29/11
Samina Azam	Parent		11/29/11
Felene Catell/Grade 4	Teacher/Subject Area		11/29/11
Leah Sassoon/Grade 1	Teacher/Subject Area		11/29/11
Nancy Zaugg	Coach		11/29/11
	Coach		1/1/01
Lauren Horowitz	Guidance Counselor		11/29/11
Neal Opromolla	Network Leader		11/29/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 21      School Name: PS 199K**

**Cluster: 4      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.

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

The Principal, with the Parent Coordinator, enlists additional support for written and oral translations. For example, paraprofessionals and other staff who speak a language other than English assist during parent teacher conferences and other parent meetings. For languages that are not spoken by staff members, translators are hired or staff uses the Translation and Interpretation Unit to enable effective communication with parents. Parents are informed of the available translators through written notices and announcements at school meetings.

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

After reviewing the Home Language Survey, the language needs of our school are primarily Spanish, Russian, Bengali, Chinese and Urdu. Staff members are available to provide oral and written translations to parents in Spanish, Russian, Bengali, Chinese and Urdu. Parents are informed of the translation services that are available to them at PTA, parent/teacher, Leadership and Title I meetings and through written notices. A Language Translation and Interpretation bulletin board is located in the main lobby of the school to inform all parents of these services.

## Part B: Strategies and Activities

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

Our parent handbook has already been translated into Spanish, Chinese, and Bengali by an outside vendor and it is anticipated that we will contract with this vendor to translate the handbook into Russian and Urdu as well. All DOE letters are provided to parents in the translations available. Additionally, we've provided report cards translated into Bengali, Urdu, Chinese, Russian and Spanish to those parents that prefer a translated version. We've also provided letters translated into Spanish, Urdu, Bengali, Russian and Chinese inviting parents to a school play performed by our ELL students.

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

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

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

A bulletin board in the main lobby welcomes parents in their home language and informs them of the translation services available to them. The school has teachers and paraprofessionals who can translate in Spanish, Russian, Urdu, Arabic, and Yiddish. The parent coordinator will make parent translators available and facilitate the use of the Language Translation Unit. In addition, for critical parent meetings and for parent teacher conferences, outside contractors will supplement the languages spoken by in-house bilingual staff.



## 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: PS 199	DBN: 21K199
Cluster Leader: Chris Groll	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: 65 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: 8 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 6

### 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:

This after school program will provide direct instruction to prepare students for the New York State ELA and Math assessments. The program will meet two days per week for 1.75 hours after school from January 10th to April 4th. There will be two classes on each of the 3rd, 4th and 5th grades. Of the 120 students in the program, 65 or 54% are ELLs and 13 or 11% are former ELLs (students who tested proficient on the 2011 NYSESLAT). The remainder of the students are general education students who also require additional support. We've found that ELL students in particular need the additional support and practice in order to meet standards on the state assessments. At the same time, they require language scaffolding and strategies appropriate to their level of language acquisition. Two certified ESL teachers will work with 3rd, 4th and 5th grade teachers who are experienced in preparing students for these assessments in order to plan instruction that will meet the needs of the ELLs in the program. The ESL teachers will also push-in and co-teach with the teachers in each class on a rotating basis. They will use Kaplan Advantage test preparation materials supplemented with additional resources for language support.

### 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:

Prior to the start of the program, our ESL-certified coordinator, Mrs. Nancy Zaugg, will provide professional development to the teachers in the program, providing all teachers with scaffolding and test taking strategies that will benefit the ELLs. This support will then be continued during the program as necessary both for the common branch teachers and the ESL teachers.

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here:

Parents will be invited to attend a workshop in which the New York Common Core State Standards in ELA and Math will be reviewed along with the skills and content that is assessed on the state tests. Parents will be provided with strategies to help their children prepare and succeed on these assessments.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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 and curriculum development contracts.</li> </ul>		
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>		

