



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 99Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q099

PRINCIPAL: PAULETTE FOGLIO EMAIL: PFOGLIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
Paulette Foglio	Principal	
Patricia Carr	UFT Chapter Leader	
Debbie Royce	PA/PTA President	
Darlene Connell	DC 37 Representative	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Toni Luddley	Member/3-6 General Ed	
Lauren Maldonado	Member/3-6 Special Ed	
Silva Eden	Member/K Collaborative	
Jill Resnick	Member/K-2 Special Ed	
Christopher Wong	Member/K-2 General Ed	
Mark Furman	Member/ 3-6 ELL's	
Ana Maria Pinto	Member/K-2 ELL's	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To implement the citywide expectations of the Common Core Learning Standards by engaging 100% of our students in grades K-6 in rigorous ELA and Math Tasks that develop and enhance critical thinking skills.

Comprehensive needs assessment

- This goal was selected in order to be in compliance with the New York City instructional expectation that students engage in a writing and math unit of study that is aligned to the CCLS.

Instructional strategies/activities

1. For this goal, we will be utilizing the Common Core ELA and Math Bundles derived from the NYC Common Core Library.
 - a. Students will engage in the following:
In ELA, the students will create informational/opinion pieces of writing and within these writing units students will be engaged in a variety of age/grade appropriate strategies and activities. In Math, students will delve into grade level mathematical domains as specified in the CCLS aligned tasks and they will focus on modeling with mathematics and constructing viable arguments. These bundles address the needs of all learners including the ELL and Special needs population by incorporating Universal Design for Learning (UDL) Principles. We will also apply the principles of Hess' Cognitive Rigor Matrix.
 - b. The assistant principal and literacy coach will work collaboratively with classroom teachers by providing professional development sessions, to further understand and align content to the CCLS. We will provide support and resources in implementing these bundles through common preps with classroom teachers to communicate and clarify expectations and work on implementing the CCLS aligned tasks. Literacy Team and Math Team representatives will be utilized to turnkey information for follow-up sessions.
 - c. Teachers will take part in meetings to explore the bundles and engage in conversation regarding its implementation. Teachers will be given the opportunity to look at student work and evaluate the effectiveness of the activity. These sessions will provide teachers with the opportunity to engage in discussion and reflection.
 - d. Our estimated timeline is to complete the ELA and Math bundles by Spring 2012.

Strategies to increase parental involvement

- Parents will have the opportunity to take part in a workshop where they will obtain information regarding our goal to implement the bundles and also learn more about the CCLS. In addition parents will be kept informed about this goal through attendance at School Leadership Team meetings, Parents' Association meetings and Tea with the Principal.

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to achieve this goal teachers will be encouraged to attend Teacher Share meetings, outside and online professional development, as well as our in-house professional development workshops.

Service and program coordination

- Title I provides us with funding for a Literacy coach and programs such as Discovery Learning, Foundations, Everyday Math and materials to provide extra assistance to students in Extended Day.

Budget and resources alignment

- 1.4/Title I; 1.0/FSF; 1.0/I.E.P;

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To improve the written communication skills of students in grades 2 and 3 by expanding the components of the 6+1 Traits of Writing methodology into the Writer's Workshop. At least 80% of students will show improvement in writing according to a Performance Indicators Checklist and Rubric based on the 6+1 Traits of Writing.

Comprehensive needs assessment

- During a review of the Spring 2011 State assessments it was determined that the number of performance level 4's decreased substantially.
- Assessments made by enrichment teachers indicated that writing is a common weakness across the grades.
- In looking at samples of student work (writing) during grade conferences, teachers agreed that writing was the greatest area of weakness.
- Teachers expressed the need to close the writing achievement gap in grades 2-3.

Instructional strategies/activities

- a) We will be redesigning the writing curriculum by integrating the 6+1 Traits of Writing Methodology into the writer's workshop for grades 2 and 3. Staff is provided with professional development during lunch n' learns and prep n' learns to examine student work and further learn about the methodology.
- b) Inquiry Team members will be assigned as mentors to the classroom teachers. Common preps have been scheduled for teachers in grades 2 and 3 to provide them with additional time to bridge the writing gap between the grades and build capacity. Teachers will be provided with lessons and supplemental materials as needed.
- c) Teachers will be given the opportunity to discuss and reflect on student work and make decisions on what the next area of instructional focus should be.
- d) By June 2012, classroom teachers of grades 2 and 3 will have incorporated all the 6+1 Traits of Writing Methodology into the Writer's Workshop.

Strategies to increase parental involvement

- Parents are encouraged to be partners in their child's education by attending Parents' Association meetings, Parent/Teacher conferences, Open School Week, School Leadership Team meetings and can refer to the school website. Parents are also encouraged to contact the Parent Coordinator to answer any concerns.

Strategies for attracting Highly Qualified Teachers (HQT)

- Inquiry Team members will be assigned as mentors to the classroom teachers. In order to achieve this goal teachers will be encouraged to attend Teacher Share meetings and outside and online professional development, as well as our in-house professional development workshops.

Service and program coordination

- Title I provide the funds to purchase 6+1 Traits of Writing resources. Supplemental teacher materials are purchased for the use of classroom teacher modeling.

Budget and resources alignment

- .77/CFE; .23/SSS; 2.0/FSF; 1.0/Title 1; 1.0/FSF OTPS

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To continue to enhance the delivery and receipt of instruction through the use of education technologies.
- At least 50% of our classroom teachers will deliver instruction through an alternative approach via SMART boards which expands students' exposure to concepts while developing prior knowledge.

Comprehensive needs assessment

- In June 2011, we conducted a teacher survey to determine our school's technology needs. The results indicated a need to improve and increase the use of technology in instruction.
- The use of a SMART board and other technologies provides opportunities for students to build their prior knowledge bank; it connects the classroom to the real world and facilitates instruction.

Instructional strategies/activities

1. SMART boards have shown to be a highly motivational tool for engaging students in learning by accommodating for the different learning styles.
 - a) Teachers will partake in professional and in house SMART board training. Experienced SMART board users will be paired with new users to facilitate and advance their ability to utilize this instructional tool.
 - b) Computer teacher and technology leaders will assist in conducting in house professional development and providing technological assistance.
 - c) Teachers will be encouraged to make suggestions, evaluate the effectiveness of the professional development program and reflect on the aspects of this goal through PD evaluations, discussions at common grade meetings and grade conferences.
 - d) By June 2012, we will have 50% of our teachers delivering instruction through the use of SMART boards.

Strategies to increase parental involvement

- A variety of technology based workshops will be offered throughout the school year and presented by qualified staff members to assist them in helping their children utilize computer based programs that are used in our school while at home.
- The P.S. 99 website will offer students and parents with access to information and links to educational websites.
- Attendance at SLT and Parent Association meetings will keep them informed of our progress.

Strategies for attracting Highly Qualified Teachers (HQT)

In order to achieve this goal teachers will be encouraged to attend our Teacher Share Meetings, outside and online professional development, as well as our in-house professional development workshops.

Service and program coordination

- The RESO A grant (\$150,000) will support our endeavor to be able to increase the use of technology and enhance the delivery of instruction.
-

Budget and resources alignment

- 1.0/T FSF; .4/Title 1; .4/FSF
- OTPS NYSTL Software Edutest, United Streaming, Follett,
- OTPS NYSTL Hardware desktop computers, printers and laptops

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- To continue using the New York City *Blueprint for the Arts* including *NYS Arts Standards* for 100% of students in grades K-6 as a way to build sustainability in all four of the Art forms.

Comprehensive needs assessment

- A teacher survey was used to determine the need to expand and implement additional Arts education programs.
- The increased student enrollment in Arts based programs (i.e. band, CASA, Studio-in-a-School, school play).
- Frequent parent requests to continue to expand and sustain existing Arts-based programs on all levels.

Instructional strategies/activities

- a) Throughout the 2011/2012 school year, instruction in all four Art forms will continue including the usage of Arts tools.
- b) Arts education curriculum will be reviewed by teacher and administrators through observation, portfolios and gallery reviews of student work.
- c) Monitoring of trips to cultural events will take place.
- d) Partnerships with Arts agencies throughout the year will continue to develop increased awareness of contributions of people in the Arts.

Strategies to increase parental involvement

- Parent workshops
- Dissemination of materials and notices of upcoming local Arts events.
- Annual “Arts Celebration” night for parents to view student work and performances.
- Multicultural Festival

Strategies for attracting Highly Qualified Teachers (HQT)

- Continuous professional development in the Arts using in-house Arts specialists.
- Visits to “open studio” (Studio-in-a-School) are scheduled for teacher use.
- An artist-in-residence works alongside teachers to plan and assist in the delivery of Arts instruction.

Service and program coordination

- The Studio in a School program provides students, teachers and parents the opportunity to work alongside an artist to learn about the art curriculum through intensive visual arts experiences that utilizes various mediums. The artist conducts professional development workshops for teachers and hosts parent/child workshops throughout the year.
- Through the CASA grant the Queens Museum of Art coordinates an Arts program that is supplemental to the daily Arts instruction at the school.
- Third Street Music School Settlement provides us with a band program for our grade 5 and 6 students.
- Kindergarten and grade 1 students participate in a Movement through Music program.
- Grade 6 students participate in an annual school performance.

Budget and resources alignment

- TL Temporary Shortfall; 0.5/Title 1; 1.0/FSF; OTPSTitle 1

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- To improve teacher effectiveness by providing teachers with necessary instruments for the improvement of instruction and to foster student learning.
- Administrators will conduct informal/formal observations and provide meaningful feedback based on the six NYC DOE Priority Competencies.

Comprehensive needs assessment

- This goal was selected based on our need to familiarize teachers with the NYC DOE Priority Competencies while providing them with meaningful feedback. This will also allow us to be in compliance with the New York City instructional expectation of teacher effectiveness.

Instructional strategies/activities

- We will be utilizing the NYC DOE Priority Competencies to provide teachers with opportunities for reflection, self-evaluation and refinement of their own classroom practice while fostering student excellence.
 - a) Provide professional development that addresses the domains of planning and preparation, classroom environment and instruction.
 - b) Principal, assistant principal and literacy coach will engage staff in appropriate professional development sessions as well as coordinate and conduct grade conferences. Administrators will conduct frequent informal and formal observations to provide meaningful feedback. New teachers will be mentored by literacy coach and grade leaders.
 - c) Literacy coach and out of classroom teachers had input into the creation of the competencies checklists. Staff will be given the opportunity to take a close look at the checklists at faculty conferences and engage in discussion to provide feedback and clarification.
 - d) This process will take place throughout the school year.

Strategies to increase parental involvement

- Plan for teacher effectiveness and development of checklists based the NYC DOE Competencies will be shared at SLT Meetings and Parent Association Meetings. Parents will be provided with opportunities for clarification and input.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will be informed and guided throughout this process with extra support for new teachers through our mentoring program.

Service and program coordination

- Title I is used for our Literacy Coach, TAG teacher, and assistant principal who will assist in implementing this goal.

Budget and resources alignment

- 1.0/Title I; 2.0/FSF; 1.0/IEP Teacher;

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	13	1	2	1
1	67	0	N/A	N/A	5	0	1	3
2	30	0	N/A	N/A	6	0	2	1
3	44	19	N/A	N/A	7	0	1	2
4	46	28			4	2	3	0
5	29	16			8	1	3	0
6	26	13			7	2	2	0
7								
8								
9								
10								
11								
12								

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
ELA	<p>Title I Reading: Students not meeting the standards are provided with small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become independent readers. Programs include <i>Fundations, Aim Higher, Let's Read, Best Practices in Reading, Reading Recipe, Workout, Higher Order Thinking & Reading Skills (Rally! Education), Reading and Writing (Rally! Education)</i> and <i>Acuity</i></p> <p>Extended Day Programs: Students in grades 1-2 receive academic support in phonics. Programs include <i>Guided Reading and Fundations</i>. Students in grades 2-6 receive academic support in reading comprehension and test-taking strategies in small groups using trade books, <i>Finish Line, STARS, Strategies That Work</i> and <i>Rally! Skills</i>.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs (Guided Reading and skills folders)</p>
Mathematics	<p>Title I Math: Students not meeting the standards are provided with small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become more successful. Articulation with upper grade classroom teachers ensures congruence of instruction. Programs include <i>Acuity</i> and <i>Essential Strategies for Math</i>.</p> <p>Extended Day Programs: Students in grades 2-6 receive academic support in Math and test-taking strategies during small group instruction in our extended day after school program through the use of Great Leaps.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs. (small groups and skills folders)</p>
Science	<p>Extended Day Program: Science support is provided in an afterschool extended day program for Grade 4 AIS students through a hands-on experiment-based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments in Science.</p>
Social Studies	<p>Reduced Student-Teacher Ratio: Support in Social Studies is provided through content area literacy through whole class and small group instruction. Students learn strategies for success in nonfiction content reading and writing. Additional support is given to our ELL's by the ESL teacher based on articulations between classroom and the ESL teacher.</p>
At-risk Services provided by the Guidance Counselor	<p>Non-mandated counseling: Individual, whole class, and small group counseling is provided to students to address social and academic skills, deficiencies, and needs to improve students' self-esteem and the school climate.</p>
At-risk Services provided by the School Psychologist	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling.</p>
At-risk Services provided by the Social Worker	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk, ERSSA or Crisis-Intervention counseling.</p>

At-risk Health-related Services

Medication: As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (Albuterol).

Extended Day: At-risk services provided by Occupational Therapists for Grade 1 students in handwriting. At-risk speech services provided for grade 2 students.

P.S. 99 Queens - The Kew Gardens School
Two Buildings, One Heart!
82-37 Kew Gardens Road ☺ Kew Gardens, NY 11415
718-544-4343 *Main Building* 718-846-4972 *Annex*
718-544-5992 *Fax*
Website - www.ps99.org

Paulette Foglio
Principal

Nicholas Sforza
Assistant Principal

Aida Trujillo
Assistant Principal

PS 99 SCHOOL PARENT INVOLVEMENT POLICY
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Successful students are the result of the partnership of the school and the home. Research has demonstrated that parent involvement contributes to increased academic achievement. PS 99 believes this premise and, therefore, facilitates the home-school connection by communicating regularly about their child's progress and individual needs, and by keeping parents informed of the school calendar, programs, and special events.

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirement, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (ELL), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities included to ensure:

- *that parents play an integral role in assisting their child's learning*
- *that parents are encouraged to be actively involved in their child's education at school*
- *that parents are full partners in their child's education and are included in decision making and on advisory committees to assist in the education of their child*
- *the carrying out of activities, such as those described in Section of 1118- Parental Involvement of the ESEA.*

In order to achieve the goals named above, PS 99 is dedicated to involving the parents in the educational process. This is accomplished through various venues.

Parents receive monthly communication via a school calendar, Principal's monthly letter, school website, School Messenger program and school newspaper, "The Buzz." School notices, district, and regional notices, and parent workshop notices are distributed regularly. Posters are also displayed notifying parents of this information as well.

Student progress is communicated through ARIS, phone calls, parent teacher conferences, and progress reports as well as through Department of Education Report cards. Teachers write newsletters informing parents of special class or grade achievements and events.

Parents' Association meetings are held monthly as well as executive board meetings. Agendas are distributed prior to the meeting to inform parents of the topics for discussion. Guest speakers may be invited. A Parent Bulletin with messages from the PA, PS 99 Administration, staff and news, are distributed quarterly and throughout the year. Parents are encouraged to be active participants in the school and in their child's education.

The School Leadership team is comprised of 50% parents. Monthly meetings are held and parents are an integral part of the decision-making process. School programs and materials are reviewed and revised, as needed. The school also involves parents of children served in Title I, Part A programs in decisions about how the Title I, Part A funds allocated.

A Parent Coordinator is a full-time staff member and is the liaison between the home and the school. Parents are welcome to voice their questions, compliments, and concerns to the parent coordinator. He works to address these topics and to assist parents in meeting their needs.

Workshops are offered, based on parent interest and need, and are presented by qualified staff members or guest speakers to assist parents with family issues and academic concerns. We educate parents on the State testing program, how to access information from ARIS, Acuity and Edutest, how to monitor their child's progress, and how to assist their children to meet the standards.

Parents should be knowledgeable of their Rights and Responsibilities, and PS 99 distributes the New York City Board of Education "Bill of Parents' Rights and Responsibilities".

A School-Parent Compact that outlines the responsibilities of the home and the school is also distributed to all parents. This agreement, developed in collaboration with parents, ensures that a partnership in education is maintained and that the best interest of all children is consistently served.

It is evident that parents are widely involved in the education process at PS 99. We achieve a strong home-school connection.

Paulette Foglio
Principal

Debbie Royce
PA President

2011-2012 School Year

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.

P.S. 99Q

Paulette Foglio, Principal

Parents/Guardian:

Please sign below and return to your child's teacher.

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To keep parents informed of the Title I program and their rights to be involved, through Parents' Association meetings.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide child care to accommodate parents so they can attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually. • Frequent reports to parents on their children's progress, reasonable access to staff. • Opportunities to volunteer and participate in their child's class and observation of classroom activities. • Provide translation when possible. <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. technology workshops.</p>	<p>To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.</p> <p>To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.</p> <p>To work with my child/children on their homework and sign each day.</p> <p>Read or listen to my child read for 15-30 minutes per day. (grades K-1)</p> <p>Listen to or ensure that my child read for 15-30 minutes per day. (grades 2 -3)</p> <p>Ensure that my child reads 45-60 minutes a day at home. (grades 3-6)</p> <p>To monitor my child's:</p> <ul style="list-style-type: none"> • Attendance at school • Punctuality at school • Homework • Television watching • Use of electronic devices • Healthy Habits • Health needs • Behavior <p>To share the responsibility for improved student achievement.</p> <p>To communicate with my child's teacher(s) about their educational needs and to be accompanied by a translator, when possible.</p> <p>To provide information to parent groups on what type of assistance I would like in order to assist my child in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Signature of Parent/Guardian

Paulette Foglio, Principal

Print Name

Teacher

Telephone Number

_____ **AM** _____ **PM**
(Best Time to Contact)

Student Name

Date

Class

**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 Cluster 2/CFN 209	District 28	Borough Queens	School Number 099
School Name PS 99			

B. Language Allocation Policy Team Composition

Principal Paulette Foglio	Assistant Principal Aida Trujillo, Nick Sforza
Coach Mary Iadevaia	Coach
ESL Teacher Sara Goldberg, Nina Alaeva,	Guidance Counselor Suzan Bruck
Teacher/Subject Area Frank Mooney(ESL)	Parent type here
Teacher/Subject Area James Haluska (Science)	Parent Coordinator Jordan Holtzman
Related Service Provider Vicki Smith	Other Martha Salvatierra(3rd grade)
Network Leader Marlene Wilks	Other type here

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	3	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	815	Total Number of ELLs	96	ELLs as share of total student population (%)	11.78%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here ELL Identification Process:

1. To identify the students for possible ESL eligibility they need to go through the following steps:
 - a. The secretary provides the parent with the HLIS survey to fill out at registration in their native language. A certified ESL teacher assists with completing the HLIS. If native language is unavailable translation services are provided by on site staff or by NYCDOE's translation and interpretation unit.
 - b. An ESL certified teacher conducts an informal interview in English (and in the native language with the help of another teacher) with the newly enrolled student.
 - c. Then a certified ESL teacher administers the English/Spanish LAB-R within 10 days of registration. If necessary, the Spanish LAB R is administered to Spanish speaking students.
 - d. In May the NYSESLAT is given to all ELL students in order to evaluate their progress in English language proficiency. The students are given the four strands to assess their Speaking, Listening, Reading and Writing skills defined by NY State's English as a Second Language Learning Standards. In August, results are provided to the ELL teachers in scaled measures(Beginners, Intermediate, Advanced and Proficient) in order to create a program to provide proper ESL services to each student in our school. Students will continue to receive ELL services until they learn English well enough to participate in English-only classes. Our teachers use the student's NYSESLAT scores along with the other State test scores to determine which instructional standards to focus on and base instructional programs.
2. P.S. 99's ESL teachers provide parents of newly enrolled ELLs with an orientation describing various bilingual and English as a Second Language (ESL) programs/models. The first orientation is scheduled at the end of September after all the new admits are tested with the LAB R. Another orientation is given in October and November if needed. If parent is unable to attend any of the orientation sessions the ELL coordinator will contact them as well as the parent coordinator. During the orientation the ELL teachers explain the different programs offered to ELL students: Transitional Bilingual, Freestanding ESL, and Dual Language. A video is shown to help assist in the explanation of ESL services. Based on this orientation, parents and guardians can select a bilingual or ESL program or model they feel will most benefit their children.
3. In September, after NYSESLAT scores are received the ESL teachers send the entitlement letters home with the students. Copies of those letters are placed in student folders. The Parent Survey and Program Selection forms are filled out at the parent orientation meeting.
4. ELL students are placed in an ESL program based on their NYSESLAT or LAB-R scores. At P.S.99 ESL teacher programs are designed to assure that the mandated number of instructional minutes are provided according to the proficiency levels of the students. Students will receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week. All ELL students will be pulled out during an enrichment period when all mandated students (SETSS, OT, AIS Reading, and AIS Math) in that grade are being serviced. The students

that remain in the classroom will be engaged in an enrichment activity with the teacher. This enables the ELL and other serviced students to participate in all required curriculum subjects. A letter, in English or native language, will be sent home with the student to inform parents of the program their child is in. It includes the ESL coordinators contact information if parents has a question related to the program. A copy of the letter is kept in the student's folder along with the signed tearoff.

5. Data from the Parent Survey and Program Selection forms from the past few years indicates that the Freestanding ESL program is the requested program in PS 99.

6. P.S. 99 program selection will be aligned with parental requests since 100% percent of parents request this program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2							14
Total	2	2	2	2	2	2	2	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	23
SIFE		ELLs receiving service 4-6 years	20	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									0	
Dual Language									0	
ESL	80		14	16		9			96	
Total	80	0	14	16	0	9	0	0	0	96

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

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	6	9	6	6	1							39
Chinese	2	1			1	1								5
Russian		4	2	1	1		1							9
Bengali	1													1
Urdu	2	1	2	3	3	1	1							13
Arabic	4	3	1	1			1							10
Haitian														0
French														0
Korean		1												1
Punjabi		1	1				1							3
Polish		1	2	1			1							5
Albanian							1							1
Other	1	1	1	1	1	2	2							9
TOTAL	15	19	15	16	12	10	9	0	0	0	0	0	0	96

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?

Paste response to questions 1-7 here.

1.
 - a. P.S. 99 provides two instructional models for the ELL population. A "Pull-Out" and "Push-In" Program will be provided for grades K-6 for English Language Learners. The teachers will emphasize content instruction in science, social studies and math in congruence with the grade curriculum, NYS and ESL standards and collaborative planning. More emphasis will be placed on writing and reading within the content areas, since these areas present the most difficulty for our ELL students, based on the current data.
 - b. The ELL students are grouped heterogeneously. In grades K-6 Beginner, Intermediate and Advanced students will be grouped together for one period according to their grade during the scheduled enrichment program. The remainder of mandated instructional time will be provided for Beginners and Intermediate students heterogeneously.
2. The three certified ESL teacher will insure that the students receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week.
3. Teachers will scaffold academic language to content areas to support ELL instructional strategies. A variety of materials will be used to support the learning of ELLs, such as realia, print, visual media and technology. P.S. 99 will be in continued compliance with the Balanced Literacy Approach and utilize ELL intervention kits and guided reading books for differentiated instruction during the school day. Students' literacy in their native language will be taken into consideration, as books in several native languages are placed in classrooms.
4. At PS 99 we have a staff that is fluent in many languages(Spanish, Russian, Hebrew, Urdu, Arabic). They are available to assist in evaluating a new admit.
5.
 - a. SIFE students, who have experienced interruption in their formal education, will be provided with extra support from reading and math AIS teachers. They will be given opportunities to attend educational programs both before and after school. Currently our school has no SIFE students.

A. Programming and Scheduling Information

b. ELL students in U.S. schools less than three years will receive similar services as the SIFE students in order to acquire English language proficiency within 3 years. They will be given explicit frameworks for reading, writing, speaking and listening. The ESL teachers will provide individual support within their mainstreamed groups to develop language acquisition and learning strategies that will prepare them to think critically and to function more effectively in their classrooms. These students will also be using Leapfrog to assist them in acquiring different reading and math skills.

c. The ELL students receiving services for 4-6 years will receive support through SIOF instructional methodology by the ESL teacher. They will also be using Leapfrog and a web-based program Acuity to assist them in acquiring different reading and math skills.

d. Long-term ELLs will receive continuing transitional support within and outside of the classroom. These students will be enrolled in the extended day program to assist them in their individual needs.

e. Students identified as ESL with special needs according to SBST identification are fully serviced. Service providers, i.e. self-contained special education teacher, resource or speech teachers, in conjunction with the ESL teacher, determine guidelines for language acquisition. IEPs will reflect an achievable aim or goal to develop language.

6. Our ELL teachers use a variety of instructional strategies and grade level materials with their students. They use Acuity and Edutest to provide students with access to academic areas based on their abilities. These programs also provide immediate feedback to the students and enable the teacher to use data to drive instruction. Smartboards are also used to develop language by enabling students to manipulate the board and have tactile experiences. They also have a variety of discussions based on the lesson.

7. Our ELLs are serviced during their grade level AIS/Enrichment period, a time when all students are receiving instruction based on their academic needs. This ensures ELL's are not missing classroom instruction. In addition, an articulation form is given to all classroom teachers in order to provide continuity and consistency in ELL instruction.

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

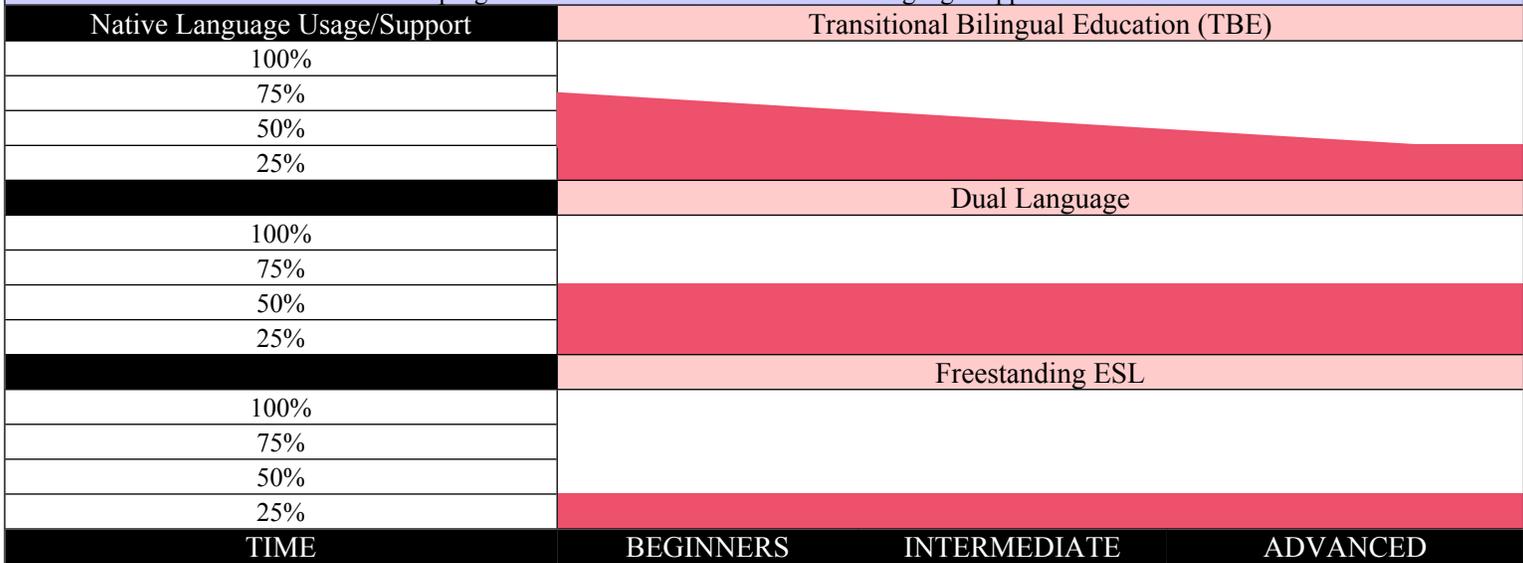
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

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?

Paste response to questions 8-17 here

8. In Math there is an AM program offered to all below level grade 4 students, including ESL students. In ELA, ELL students in need of extra support are mandated to enroll in the extended day program. The ESL teacher assigns tutorials on web-based Acuity to assist students in mastering reading and math skills.
9. ELLs that have become proficient are given extra time on the NYS Test for the next two years. They are provided with extra help in reading and math through our AIS program.
10. The ESL teachers will be trained in the usage of Smartboards in their classroom. They will use the ESL Smartboard lessons within their classrooms.
11. All our programs will stay in effect for the upcoming school year.
12. All ELL students are afforded equal access to all school programs. Applications for after school activities are provided to all students at PS 99. Students in need of extra support based on State ELA/Math test and NYSESLAT are mandated to participate in extended day. A new extended day program, Discovery Learning, has been developed for ELL students in acquiring language and building prior knowledge. Discovering Learning immerses students in learning activities that will enhance their knowledge and vocabulary.
13. The instructional materials used to support ELLs are the following: Web-based Discovery Education, Smartboard, web-based Acuity, Computer based Leapfrog program. Skill oriented books are used in grades 3-6 to assist the ELL students.
14. The ESL teachers use support in the native language to assist the students in acquiring English. Our ESL teachers are fluent in Spanish and Russian.
15. Yes, required services support and correspond to the ELL's age and grade level.
16. Most students are enrolled at the beginning of the school year and there is no way for teachers to know which students will be "newly enrolled ELL students." At the time of enrollment the ELL teachers provide these students with support material to be used at home.
17. N/A

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here .

1. The ELL teachers will be attending a series of workshops on the Common Core Standards and Opinion Writing. At PS 99 our ESL teachers will attend workshops given by common branch/special needs teachers. These workshops will offer the ELL teachers professional development in areas that will assist them in their delivery of instruction. The ESL teachers attend monthly grade meetings to inform classroom teachers of ESL strategies that can be incorporated into their classes.
2. The ELL teacher and Guidance counselor will be available to consult with middle school staff at the time of articulation. The Guidance counselor attends meetings at middle schools to inform staff about ELL concerns.
3. Teachers not in possession of the 7.5 hours of ELL training will attend training as required by the Jose P. case. ELL workshops will be conducted throughout the year to all staff. A sign in sheet will be used to maintain attendance record.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. All parents including ELL parents will be encouraged to participate in all activities in the school. The school provides workshops throughout the year to inform parents of different programs or assessments. We insure that every parent has the capacity to communicate with the school at all times.
2. We inform the parents of the availability of the following resources: community programs at the local library, Kew Gardens Community House, the Department of Education Interpretation and Translation Services, local Civic Association programs and private agencies that offer support groups.
3. When parents register in the school the pupil accounting secretary will assist in evaluating the needs of any parent. Subsequently the parent maybe referred to our Parent Coordinator or ESL staff who will assist them with their needs.
4. We hold many special events and workshops that are addressing the needs of the parents. Example: Multicultural event, Edutest workshops, ARIS workshops, Test Prep, Bullying/Abuse Workshops, School Preparation workshops. We are always open to suggestions from parents at the Parent Association meetings. Parents needs will be addressed and forwarded to the appropriate personnel. During the parent association meeting interpreters are available upon request.

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)	9	14	7	2	1	6	1							40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	5		8	1	3	3							21
Advanced (A)	5		8	6	10	1	5							35
Total	15	19	15	16	12	10	9	0	0	0	0	0	0	96

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	1	0	1	0						
	I		10	1	2	1	4	2						
	A		4	11	4	8	6	7						
	P		3	1	10	3	2	0						
READING/ WRITING	B		14	2	2	1	4	0						
	I		5	5	9	2	5	3						
	A		0	7	6	9	4	6						
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	6	5	0	13
5	5	4	3	1	13
6	2	5	3	0	10
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									0
4	3		6		5		1		15
5	5		4		3		2		14
6	1		7		5		0		13
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		2		2		1		9
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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q099 **School Name:** PS 99

Cluster: 2 **Network:** 209

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

Part A: Needs Assessment Findings

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

The need for written translations and oral interpretations is based on the current School Profile and the review of the ATS Otelle report. New admits are surveyed to determine which languages are needed for translations for their parents/caregivers through the use of the Home Language Survey. In addition, the parent coordinator outreaches to parents to ascertain their needs. Requests made by the Guidance Counselor, Office Staff, and Teachers also provide us with information about the need for translations. We also make use of the NYC Language Identification Guide in identifying their native language.

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.

Our findings indicate that the most prevalent language, other than English, in our school population is Spanish. This indicates the need for written translations of school notices into Spanish. Russian is the second highest language where a translation would be needed. Other languages are less numerous. Department of Education information is disseminated in these languages.

The need for Spanish and Russian translations are reported to the School Leadership Team and the Parent Association. It is conveyed that if any other language is needed, a request can be made through the Parent Coordinator who will provide access to the NYC Translation and Interpretation Unit.

Part B: Strategies and Activities

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

Written communication from the principal is prepared in a timely manner. The website contains links where all school notices can be translated into different languages. Written interpretations in Spanish from staff or parents are prepared upon

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.

A sign posted at the main entrance alerts parents that translation services are available. Oral interpretations into any language spoken by a member of our school community can be provided by staff or parent volunteers. The NYC translation service can be used if no teacher is available in the needed language. Teachers are aware of the need for translators for parent-teacher conferences so arrangements can be made in advance.

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

The school informs parents that they are entitled to language interpretation assistance at Parent Association meetings, ELL orientations and School Leadership Team meetings. The language assistance can take the form of written translations or oral interpretations. In addition, a sign posted by the main entrance will inform parents that they are entitled to language services. The Department of Education website also informs the parents of their right to language services. The Parent Coordinator can also arrange for translation or interpretation services for any meetings, as needed.

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: One licensed ELL teacher will provide supplementary services to our LEP newcomer immigrant students (recent arrivals) in grades 3-6, through an intervention program. This program takes place in the ELL room 112, from 10:00 am -10:45 am, Monday- Thursday. There are ten students in the program. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program called Leapfrog. Leapfrog provides the students with age/level appropriate instruction on a variety of language art skills. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The ELL teacher provides additional support through phonetic practice. In addition, the Leapfrog program will be expanded into the classroom so that an ELL student can continuously practice literacy at their own independent level. In addition, a QTEL approach will be implemented in the upper grades to enhance ELL writing skills. The service received by the students from the teacher is above and beyond the CR Part 154 mandates. The teacher will be funded through Title III funds as indicated on the Title III LEP Program School Building Budget Summary.

The Leapfrog ELL Title III immigrant program will meet Tuesday and Wednesday from 7:50 a.m. to 8:20 a.m. (before the official start of the school day) to service students in grades 3-6. There are ten students serviced in this program. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program called Leapfrog. The students are provided with level appropriate instruction on a variety of language art skills. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The ELL teacher is given an alternative work schedule, as she services students in the morning in lieu of extended day.

In addition a morning math program is available to 4th grade ELL students. This 10 student class meets Monday-Thursday from 7:50 a.m to 8:20 a.m. The students use a comprehensive program designed to improve skill mastery and build confidence in mathematics. A Common Branch teacher is providing the instruction with assistance from a licensed ELL teacher.

The school is coordinating funding sources to have two morning programs without additional cost to Title III.

All the ELL students being served in the morning programs receive ELL support during the day by a licensed ELL teacher.

These programs will run from November 9, 2011 to June 7, 2012.

Part C: Professional Development

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: The Leapfrog Title III ELL teacher provides support to classroom teachers who use the program in their classroom. The ELL teachers also attend professional development workshops through Network 209. The methodology learned to support the ELL students is shared at Literacy Team meetings, Math Team meetings and grade conferences. An ELL teacher resource room is available with materials that can support the ELL in the classroom. Professional Development that teachers will be provided are: Creating an Interactive Classroom using ELL Strategies; Scaffolds to Help ELL Readers; Optimal Conditions for Language Learning; Implementing Leapfrog in the Classroom for ELL Students; Six Plus One Traits of Writing. The professional development delivered will be at no cost to Title III allocations. The professional development is provided every other month and presented by the certified ELL teachers during common preps and faculty conferences.

Part D: Parental Engagement Activities

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

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

Begin description here: Our school provides activities targeted toward the parents of ELLs in order to impact higher achievement. During parent teacher conferences, which are held twice a year in November and March, we provide interpreters in a variety of languages. Throughout the year workshops are offered by the ELL/Data Specialist to inform ELL parents of school and state initiatives. Topics include using ARIS to access academic information, using Acuity to strengthen ELA and Math skills at home and information about state testing. Parents are informed of these workshops by letters sent home in their language. Parents are offered interpretation services during the workshops.

Part E: Budget

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

Allocation Amount: \$0

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)	\$10,000	9.27% (out of \$81,912 salary) is coming out of Title III to pay for a Licensed ESL Teacher providing

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		supplemental services one period a day, six periods a week. \$10,001 is used for 9.27% of Sara Goldberg's salary. The 9.27% is calculated with Fringe Benefits coming from Title III salary. The 9.27% is calculated from \$107,00, which is what Sara Goldberg's salary would be if she was 100% Title III.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3,172	Purchase of additional Leapfrog/ESL materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$13,172	