



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 99

**DBN (21K099):**

**PRINCIPAL:** GREGORY PIRRAGLIA

**EMAIL:** [GPIRRAG@SCHOOLS.NYC.GOV](mailto:GPIRRAG@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
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Leader or Designee	
Jennifer Impocco	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Denise Ciappetta	CBO Representative, if applicable	
Anna Lembersky	Member/Parent	
Gennady Lembersky	Member/Parent	
Alexandria Rivera	Member/Parent	
Penny Wei	Member/Parent	
Sara Schenker	Member/Teacher	
Santino Scarlino	Member/Teacher	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**To improve student performance in literacy for all students in grades K-8 (including Students with Disabilities, and ELLs)** so that by June 2013, there will be a 5% increase in the number of students scoring at or above a Level 3 on the 2013 NYS ELA exam.

### **Comprehensive needs assessment**

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

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and the Quality Review, analyzing summative and formative assessments, classroom benchmarks, and evaluating student work, there is concrete evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards.

We have determined that the focus will be on improving student performance in literacy for all students (including ELLs and Special Education) during the 2012 – 2013 school year.

A summary of spring 2012 ECLAS results by grade indicates the need to improve the application of phonemic awareness skills to reading, writing and spelling, and that most K-2 students are having specific difficulty with spelling and vocabulary.

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

An analysis of Grade 3-8 ELA Assessment results, over a two-year period from **2011 to 2012**, indicates the following:

- Results for grades 3-8 **All tested students**- A 6% increase in the number of students performing at or above a level 3. (from 51% to 57%)

Grade 3- A 7% decrease in the number of students performing at or above Level 3. (From 70% to 64%)

Grade 4- A 2% increase in the number of students performing at or above Level 3. (From 73% to 75%)

Grade 5- A significant 9% increase in the number of students performing at or above Level 3. (From 62% to 71%)

Grade 6- A 7% increase in the number of students performing at or above Level 3. (From 24% to 31%)

Grade 7- A significant 13% increase in the number of students performing at or above Level 3. (From 29% to 42%)

Grade 8- A significant 16% increase in the number of students performing at or above Level 3. (From 50% to 66%)

- Results for grades 3-8 **ELLs**- Results remained the same (from 20% to 20%)

Grade 3- A 12% decrease in the number of students performing at or above Level 3. (From 33% to 21%)  
Grade 4- A 5% increase in the number of students performing at or above Level 3. (From 38% to 43%)  
Grade 5- A 3% decrease in the number of students performing at or above Level 3. (From 26% to 23%)  
Grade 6- An 8% increase in the number of students performing at or above Level 3. (From 6% to 14%)  
Grade 7- A 20% increase in the number of students performing at or above Level 3. (From 0% to 20%)  
Grade 8- A 7% decrease in the number of students performing at or above Level 3. (From 13% to 6%)

- Results for grades 3-8 **Students with Disabilities**- A 6% increase in the number of students performing at or above a level 3. (From 22% to 28%)

Grade 3- A 14% decrease in the number of students performing at or above Level 3. (From 45% to 31%)  
Grade 4- A 3% increase in the number of students performing at or above Level 3. (From 40% to 43%)  
Grade 5- A 24% increase in the number of students performing at or above Level 3. (From 43% to 67%)  
Grade 6- A 4% decrease in the number of students performing at or above Level 3. (From 8% to 4%)  
Grade 7- A 19% increase in the number of students performing at or above Level 3. (From 4% to 23%)  
Grade 8- A 11% increase in the number of students performing at or above Level 3. (From 21% to 32%)

### Performance Trends

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

Further examination of the current implementation of instructional programs for **special education and ELL** students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes. The heterogeneity of students with disabilities and ELLs is recognized, and supports and accommodations for all students will ensure that they receive access to multiple means of learning and opportunities to demonstrate knowledge and will be held to equally high standards and prepared for college and careers.

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

### **Instructional strategies/activities**

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

#### ➤ **Instructional strategies/activities that encompass the needs of identified student subgroups**

- Upgrade the existing **Balanced Literacy Program** that will be incorporated into the daily ELA instructional program for all students (Grade PreK-8) as follows: Open Court for Grades PreK-6, Literature for Grades 7&8, Expressions for Special Education Grades 6-8.
  - Literacy programs for grades PreK-8 will be data-driven and aligned with The Common Core State standards (CCSS) so that all students (including students with disabilities and ELLs) are engaged in at least one literacy task in ELA, social studies and science which will require students to ground reading, writing, and discussion evidence from text. Reading in literacy across content areas will provide opportunities for students to read and respond to a combination of literary and informational texts and write opinions and arguments in response.
  - The use of the Common Core Learning Standards will provide the highest academic standards to all of our students PreK-8(including ELLs and Students with disabilities) and high expectations will be set for all students.
  - Tasks will include supports for helping all students Pre-K -8 including ELLs and Students with disabilities.
  - Plan in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning activities. Incorporate the Universal Design Framework, a well-respected, research-based methodology, to use flexible strategies to allow entry points into the curriculum for all learners including ELLs and students with disabilities, thus supporting all students. Instructional supports, as needed will be provided for targeted students.
  - Continuation of the workshop model and flexible grouping for differentiated instruction.
  - DoK aligned rubrics and/or scoring guides to accurately assess the level of students work will be utilized.
  - An assessment strategy aligned with Common Core standards will include ongoing assessments. Baseline assessments, performance assessments, tasks from the Common Core Library, and benchmark assessments will be administered to measure student mastery of key standards over time, gauge student knowledge and misunderstandings, measure the student's ability to independently apply what they've learned, and determine whether a student is on track for mastering the most important work of the grade.
  - AIS initiatives are provided to all students K-8, (including ELLs and Special education, and all sub-groups), during the school day in a push-in/pull-out mode, by classroom teachers, funded reading personnel, ESL teachers, CTT teachers, SETTS teachers, Speech teachers, and the SBST team, after school program, and Saturday academy.
  - The literacy coach and model classrooms exemplify and compile best practices. Schedule intervisitations to share best practices.
  - Ongoing teacher observations and conferencing notes as well as periodic assessments to indicate student weaknesses and strengths will drive instruction.
- Professional Development will be given on the following topics.  
SE SIS Support, UDL, Strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/ higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping, and development of ELA tasks to meet the citywide expectations in K-5. Three teachers will attend Instructional Leads meetings through the Network.
- **Key Personnel and other resources used to implement these strategies.**
- Assistant Principals, Instructional coaches, Lead teachers, Staff Developers (internal and external), Data specialist, classrooms teachers

- Instructional Team, PPT Team,
- **Steps taken to include teachers in the decision- making regarding the use of academic assessments to evaluate the effectiveness of the program**
  - Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that teachers plan coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented program, which will lead to informing overall planning priorities and goals.
  - Progress Reports
  - Instructional Cabinet meetings
  - Intervisitations
- **Implementation timeline**
  - September 2012 through June 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide written and verbal information to parents about trends in their student’s performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2012-13 during regular workshops, PTA meetings, curriculum nights, family nights, and during parent-teacher conferences.

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

In order to extend school learning to home, there are regularly scheduled parent meetings with flexible times (meetings in morning/evening) to share information on citywide instructional expectations, the necessity to prepare more students with the skills they need to succeed, and the high standards which are the essence of the Common Core.

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

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

Distributing a school newsletter designed to keep parents informed about school activities and student progress.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X Tax Levy X Title I X Title IIA X Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

## ANNUAL GOAL #2 AND ACTION PLAN

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

### Annual Goal #2

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

**To raise the quality of instruction in mathematics for all students K-8 (including Students with Disabilities and ELLs)** so that by June 2013, there will be a 5% increase in the number of students scoring at or above a Level 3 on the 2013 NYS Math exam.

### Comprehensive needs assessment

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

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and, analyzing summative and formative assessments, classroom benchmarks, and evaluating student work, there is concrete evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards. We have determined that we will improve performance in math for all students Pre K-8 (including ELLs and Students with disabilities) for setting rigorous academic math goals in which The New York Common Core Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes for the 2012 – 2013 school year.

### Performance Trends

AN ANALYSIS OF GRADE 3-8 NYS MATH ASSESSMENT RESULTS, OVER A TWO-YEAR PERIOD FROM **2011 to 2012**, INDICATES THE FOLLOWING:

- Results for grades 3-8 **All tested students** -A 5% increase in the number of students performing at or above a level 3. (From 68% to 73%)

**GRADE 3-** A 7% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 71% TO 78%)

Grade 4- A 9% increase in the number of students performing at or above Level 3. (From 81% to 88%)

Grade 5- A 3% increase in the number of students performing at or above Level 3. (From 81% to 84%)

Grade 6- A 13% increase in the number of students performing at or above Level 3. (From 62% to 75%)

Grade 7- A 5% increase in the number of students performing at or above Level 3. (From 58% to 63%)

Grade 8- A 2% increase in the number of students performing at or above Level 3. (From 52% to 54%)

- Results for grades 3-8 **ELLs** -A 6% increase in the number of students performing at or above a level 3. (From 48% to 54%)

**GRADE 3-** A 20% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 24% TO 44%)

Grade 4- A 15% increase in the number of students performing at or above Level 3. (From 50% to 65%)

Grade 5- A 13% decrease in the number of students performing at or above Level 3. (From 57% to 44%)

Grade 6- A 11% increase in the number of students performing at or above Level 3. (From 52% to 63%)

Grade 7- A 28% increase in the number of students performing at or above Level 3. (From 35% to 63%)

Grade 8- A 22% decrease in the number of students performing at or above Level 3. (From 62% to 40%)

- Results for grades 3-8 **Students with Disabilities** -An 11% increase in the number of students performing at or above a level 3. (From 40% to 51%)

GRADE 3- A 72% INCREASE IN THE NUMBER OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3. (FROM 45% TO 77%)

Grade 4- A 29% increase in the number of students performing at or above Level 3. (From 50% to 79%)

Grade 5- A 4% decrease in the number of students performing at or above Level 3. (From 71% to 67%)

Grade 6- A 16% increase in the number of students performing at or above Level 3. (From 36% to 52%)

Grade 7- A 10% increase in the number of students performing at or above Level 3. (From 30% to 40%)

Grade 8- A 6% increase in the number of students performing at or above Level 3. (From 21% to 27%)

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

Further examination of the current implementation of instructional programs for special education and ELL students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes. The heterogeneity of students with disabilities and ELLs is recognized, and supports and accommodations for all students will ensure that they receive access to multiple means of learning and opportunities to demonstrate knowledge and will be held to equally high standards and prepared for college and careers.

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

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

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

#### ➤ **Instructional strategies/activities that encompass the needs of identified student subgroups**

- Upgrade the existing math programs, Everyday Mathematics (grades preK-5), and Impact Math (grades 6-8), which are standards-based curricula, to address the new instructional shifts and align it with the new Common Core to focus on constructing viable arguments, critiquing the reasoning of others, and/or modeling with mathematics..
- The scope and sequence for grades K-8 will be reorganized so that fewer topics will be taught which will allow for more time to focus on the major work of the grade. As a result, all students in grades K-8 (including Students with Disabilities and ELLs) will engage in more challenging assignments that will accelerate their learning, and deepen their conceptual understanding. Higher expectations will be set for all students.

- The use of the Common Core Learning Standards will provide the highest academic standards to all of our students PreK-8(including ELLs and Students with disabilities) and high expectations will be set for all students.
  - Tasks will include supports for helping all students Pre-K -8 including ELLs and Students with disabilities.
  - Plan in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning activities. Incorporate the Universal Design Framework, a well-respected, research-based methodology, to use flexible strategies to allow entry points into the curriculum for all learners including ELLs and students with disabilities, thus supporting all students. Instructional supports, as needed will be provided for targeted students.
  - Continuation of the workshop model and flexible grouping for differentiated instruction.
  - DoK aligned rubrics and/or scoring guides to accurately assess the level of students work will be utilized.
  - An assessment strategy aligned with Common Core standards will include ongoing assessments. Baseline assessments, performance assessments, tasks from the Common Core Library, and benchmark assessments will be administered to measure student mastery of key standards over time, gauge student knowledge and misunderstandings, measure the student's ability to independently apply what they've learned, and determine whether a student is on track for mastering the most important work of the grade.
  - AIS initiatives are provided to all students K-8, (including ELLs and Special education, and all sub-groups), during the school day in a push-in/pull-out mode, by classroom teachers, funded reading personnel, ESL teachers, CTT teachers, SETTS teachers, Speech teachers, and the SBST team, after school program, and Saturday academy.
  - The math coach and model classrooms exemplify and compile best practices. Schedule intervisitations to share best practices.
  - Ongoing teacher observations and conferencing notes as well as periodic assessments to indicate student weaknesses and strengths will drive instruction.
- Professional Development will be given on the following topics:  
 SESIS Support, UDL, Strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/ higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping, and development of math tasks to meet the citywide expectations in K-5. Three teachers will attend Instructional Leads meetings through the Network.
- Key Personnel and other resources used to implement these strategies.
- Assistant Principals, Instructional coaches, Lead teachers, Staff Developers (internal and external), Data Specialist, classrooms teachers
  - Instructional Team, PPT Team,
- Steps taken to include teachers in the decision- making regarding the use of academic assessments to evaluate the effectiveness of the program
- Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that teachers plan coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented program, which will lead to informing overall planning priorities and goals.
  - Progress Reports
  - Instructional Cabinet meetings
  - Intervisitations
- Implementation timeline
- September 2012 through June 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide written and verbal information to parents about trends in their student's performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2012-13 during regular workshops, PTA meetings, curriculum nights, family nights, and during parent-teacher conferences.

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

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

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

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

Distribute a newsletter designed to keep parents informed about school activities and student progress.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I  X  Title IIA  X  Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

To improve student performance in math and science as indicated on the New York City Math and Science Regents respectively, where levels of proficiency are demonstrated and students are supported along the continuum of college and career readiness.

70% of the 8<sup>th</sup> grade identified students will receive a passing score on the Eighth Grade Accelerated Math/ 9<sup>th</sup> 2013 Math Regents.

70% of the 8<sup>th</sup> grade identified students will receive a passing score on the Eighth Grade 2013 Earth Science Regents.

#### **Comprehensive needs assessment**

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

After conducting a comprehensive needs assessment by analyzing our NYC School Report Card, information on NY Start and the Quality Review, analyzing summative and formative assessments, classroom benchmarks, and evaluating student work, there is concrete evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards. We have determined that the quality of instruction needs to be upgraded in order to ensure that all students are on track toward college and career readiness.

We have determined that the focus will be on improving student performance in accelerated math/science for identified grade 8 students during the 2012 – 2013 school year.

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

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

#### **➤ Instructional strategies/activities that encompass the needs of identified student subgroups**

- Math and Science curriculum /assessments are aligned with city and state standards and focus on higher level practices.
- The scope and sequence for grades K-8 will be reorganized so that fewer topics will be taught which will allow for more time to focus on the major work of the grade. As a result, all students in grades 8 accelerated math and science will engage in more challenging assignments that will accelerate their learning, and deepen their conceptual understanding. Higher expectations will be set for all students.
- DoK aligned rubrics and/or scoring guides to accurately assess the level of students work will be utilized.

- Professional Development will be given on the following topics:  
 SESIS Support, UDL, Strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/ higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping, and becoming familiar with proven strategies for promoting deep cognitive engagement and subject matter. Three teachers will attend Instructional Leads meetings through the Network.
- **Key Personnel and other resources used to implement these strategies.**
  - Assistant Principals, Instructional coaches, Lead teachers, classrooms teachers
- **Steps taken to include teachers in the decision- making regarding the use of academic assessments to evaluate the effectiveness of the program**
  - Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that teachers plan coherent lessons and activities that lead to essential understandings, provide opportunities to engage in increasingly complex concepts and ideas for students, and determine the efficacy of the implemented program, which will lead to informing overall planning priorities and goals.
  - Progress Reports
  - Instructional Cabinet meetings
  - Intervisitations
- **Implementation timeline**
  - September 2012 through June 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance. We will provide information to parents about trends in their student's performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning, and about the instructional expectations for 2012-13 during regular workshops, PTA meetings, curriculum nights, family nights, and during parent-teacher conferences.

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

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

Family event scheduled for November 2012 to celebrate 100 years for PS 99. PS 99 Fair will improve parent participation and improve home-school connection.

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

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

There will be ongoing consistent communication with parents to support student progress.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **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**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Grades 5-8 <u>Clinics</u>	Small group, tutoring	37 ½ minutes mandated - Before school Monday- Thursday
	ELA Intervention-SETSS	Small group, one-to-one, tutoring	One period a day/according to IEP
	Funded Reading Program (grades 3-8)	Small group instruction, one-to-one, peer tutoring, Push-in/pull-out,	One period a day
	AIS grades K-5	Small group instruction	After school program
	ELLs grades 6-8	Small group instruction	Saturday Academy
Mathematics	<u>Crosswalk Math</u> Grades 5-8	Small group, tutoring	37 ½ minutes mandated - Before school Monday- Thursday
	Funded math grades 3-8	Small group, tutoring	During school day
	SETSS	Small group instruction/tutoring	One period a day/according to IEP
	math AIS instruction grades 3-	Small group instruction	After school program
	ELLs grades 6-8	Small group instruction	Saturday Academy
Science	Regents- content area teachers provide ongoing	Small group instruction	37 1/2 min

	support to any student who may be struggling in their content area.		
Social Studies	Content area teachers provide ongoing support to any student who may be struggling in their content area.	Small group instruction/tutoring	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided during the day- to identified based on their IEP instructions as well as on an “as needed” basis. Services are provided for at-risk and crisis situations as they arise. Issues such as anger management, social skills, impulse control and bereavement might be some topics addressed. Health related services are provided as prescribed by individual IEP.	Small group/ or one-to-one	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

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

The staff has the opportunity to further their education through approved college courses for additional college credit.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

The parental Involvement Plan will be in effect for the 2012-2013 school year. At the PTA meeting, December 2012, the principal will provide an overview of The Parental Involvement Plan. Then it will be back-packed by each child, and thus made available to the community.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>761</b>	Total Number of ELLs	<b>166</b>	ELLs as share of total student population (%)	<b>21.81%</b>
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## Part II: ELL Identification Process

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	18	0	24	0	0	0	14	17	17	0	0	0	0	90
<b>Total</b>	18	0	24	0	0	0	14	17	17	0	0	0	0	90

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	94	0	13	20	1	3	14	0	4	128
<b>Total</b>	<b>94</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>128</b>

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

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

Ethnic breakdown of EPs (Number):

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

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

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

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

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

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

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

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

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

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

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

6. Teachers of ELL-SWDs use the instructional material called "Expressions", an English Language Development program that provides extensive language acquisition support for students. Lessons in "Expressions" provide a foundation from which English learners can access core content. "Expressions" lessons address one or more of the following: Theme, Genre, Literary Element, Reading Skills and Strategies. It provides English language development instruction that supports the instructional grade-level content of the language arts program. The English language development will help ensure mastery of English at each grade level. Instructional lessons and strategies are provided to address Beginning (including newly arrived students), Early Intermediate, Intermediate, and Early Advanced students. Opportunities are provided for whole group, small group, and partner discussions. Sentence frames offer students strong support to help them grow into the next language proficiency level. Scaffolding helps students pass the Intermediate barrier. The language for instruction for reading, language arts, social studies, and science is taught, practiced, and applied. Students discuss and apply academic language in speaking, listening, reading, and writing activities.

7. P.S. 99 ELL-SWDs are pulled-out with other ELL students whom are within their grade and proficiency level and are serviced the

## A. Programming and Scheduling Information

appropriate instructional minutes.

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

### 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%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement of a science program with parallel instruction in all classes, including self-contained Special Education and ESL, continued provisions of Intensive Academic Intervention Services to all students who are not meeting State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations. For our ESL students, content areas are delivered in the English Language. These students are placed with other native speakers of their language who are proficient in English to assist them with content area vocabulary and skills being taught.

9. For continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT these students from grades 3 and above are placed in a Funded Reading Program. Teacher referrals are required for students reaching Proficiency in grades K,1, and 2 for the Funded Reading Program. Former ELL students who have achieved the proficiency level as required on the NYSESLAT, are permitted to have testing accommodations of time and one half on all exams for up to 2 years after testing out.

10. The new literature curriculum program "Expressions" will be utilized for ELL-SWDs for this coming school year, and "Literature" for the upper grades. The additional component to the Open Court curriculum "Imagine It" which is aligned to the Common Core Standards will be utilized in the lower grades.

11. Due to budget restraints, the licenses for the ESL computer program "Imagine Learning" has been reduced to one, for this school year.

12. ELLs are afforded equal access to all school programs by offering them a Title III After School Program for students in K,1,2, an After School Program for grades 3,4,5, which will assist students in literacy, math, and homework help. Title III Saturday Academy for grades 6,7,8, will assist students in literacy, math, and NYSESLAT practice.

13. The Imagine Learning computer program supports ELLs on all levels, including newcomers by engaging students in vocabulary, phonics, and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary. This program allows students English acquisition utilizing student's native languages when available. The program allows the student to progress from one level to another only when the student has mastered the previous skill, and re-trains students on skills that are not mastered. The Literature program by Glencoe has an additional series named "Expressions" which supports and emphasizes skills and strategies to support the ELL population with this literature series. The Open Court curriculum has a component which also supports the ELL students in reading skills.

14. In P.S. 99's Freestanding English as a Second Language program, native language support is delivered by the acquisition of foreign language libraries, utilization of glossaries in content area subjects and word-to-word dictionaries. Students utilize translated tests to assist them on state exams. Teachers use of "Smartboards" has also allowed native language support in the classrooms.

15. At P.S. 99, required service support, and resources correspond to ELLs ages and grade level.

16. The Parent Coordinator meets with family members of newly enrolled LEP students to assist them in the transition into the new school, providing necessary services and support, as specified in the Chancellor's Children's First Initiative. On-going orientation workshops for parent of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the various programs available for their child. Online videos are shown, parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will inform parents of the school's identification process of LEP students, according to the Home Language Survey, and testing procedures.

17. This year, P.S. 99 does not offer any language electives.

### C. Schools with Dual Language Programs

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

te response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	5	1	3	3	4	3	5	6					40
Intermediate(I)	6	2	10	2	4	3	8	6	8					49
Advanced (A)	1	12	4	11	5	10	6	2	2					53
Total	17	19	15	16	12	17	17	13	16	0	0	0	0	142

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		9		4		0		17
4	2		7		8		0		17
5	2		8	1	11		2		24
6	2		7	1	8		3		21
7	2		7	2	3		2	1	17
8	1		8	3	12	2	1		27
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	2		7		4		17
8	10		9		3		0		22
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. The assessment tool that the school uses to assess early literacy skills for the ELLs is ECLAS-2, and the Wrap Kit. Our students in kindergarten are having difficulty with segmenting, blending, and sound recognition. While the students in grades 1-4 are struggling with reading and oral expression and writing. Students in K-3 are having difficulty with decoding, sight words, reading accuracy, oral expression, spelling, vocabulary, writing development and writing expression. With this information, teachers will plan their instruction emphasizing the skills of segmenting, blending, for the kindergarten students, while emphasis for instruction for students in grades one to four will be based on decoding, sight words, reading accuracy, oral expression and writing development and writing expression, spelling and vocabulary.
2. After analyzing the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades, it is noted that students at P.S. 99 scored mostly at the Beginning, Intermediate level in Reading/Writing and more on the Advanced and Proficient level for the Listening/Speaking modalities.
3. After analyzing the pattern in student's results in the four modalities across proficiency levels and grades, the implications for the school's instruction for ELLs is that P.S. 99 will emphasize instruction and lessons pertaining to the writing modality, and various skills to promote reading comprehension.
4. a. Analyzing the results of content area tests taken with translated tests in their native language, ELLs did not really score on a significant higher level.
  - b. ELL Interim Assessments administered several times will allow the ELL teachers the opportunity to analyze and focus on each student's weaknesses, and to target their lessons accordingly, based upon the four modalities of reading, writing, speaking, and listening.
  - c. P.S. 99 has learned that many of the ELLs need assistance with their writing and reading comprehension capabilities. Students at P.S. 99 are utilizing their native language by having the access of translated glossaries, word-by-word dictionaries, and translated state exams. The Imagine Learning software computer program also supports some of the student's native languages.
5. P.S. 99 does not have a dual language program.
6. The success of our programs for our ELLs at P.S. 99 are evaluated by the amount of students that progress in their proficiency levels in the four modalities of Speaking, Reading, Writing, and Listening obtained by their scores on the NYSESLAT examinations

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.99/I.S.99	DBN: 21K099
Cluster Leader: David Cohen	Network Leader: Neal Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 1. P.S. 99 will provide a Saturday ESL Enrichment Program for ELL/.Students in grades 6-8, to increase English language proficiency, content acquisition and academic achievement under Federal law (Title III of "No Child Left Behind Act"). 2. The students will meet three hours each session from 8:30 A.M. to 11:30 A.M. for a total of 56 hours on Saturday. 3. These students in grades 6-8, in groups of ten to twelve, will be selected according to the greatest need of English language development. Assessments used will be the LAB-R, and the NYSESLAT. 4. Instruction will be provided in English. 5. Three teachers will be providing services to ESL students comprising of two certified ESL teachers and a certified Common Branch teacher. 6. The types of materials used for this Saturday Program will be People's Common Core for literacy, Ladders to Success Math, and Coach N.Y. State March to March Workout Skills Review and Practice Mathematics.

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

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$23612

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

**Part E: Budget**

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

Allocation Amount: \$23612

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