



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PS 199 FREDERICK WACHTEL

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

**PRINCIPAL:** ROSALIA BACARELLA

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

**SUPERINTENDENT:** ISABEL DIMOLA

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Rosalia Bacarella	*Principal or Designee	
Andrew Rosenberg	*UFT Chapter Leader or Designee	
Samina Azam	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Gina Leahy	Member/staff	
Lisa Esposito	Member/staff	
Holly Fleischer	Member/staff	
Marcus Agosto	Member/parent	
Ann Toigo	Member/parent	
Miriam Syed	Member/parent	
Bonaria Bustamante	Member/parent	

\*\* 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**

- By June 2013, the percentage of fourth and fifth graders increasing proficiency in ELA will increase by 4% (from 59% to 63% for all 4<sup>th</sup> and 5<sup>th</sup> graders and from 50% to 54% for students with 3.0 or greater on the 2012 ELA) as measured by scale score to proficiency rate conversions on the NYS ELA exam.

### **Comprehensive needs assessment**

Our Progress Report Data shows that the percentage of students earning a level 3 or 4 on the ELA state assessment dropped in 2012 by 5.1 percentage points (from 65.3% to 60.2%). The median adjusted growth percentile went from 79 in 2011 to 63 in 2012. Looked at in another way, approximately 59% of fourth and fifth grade students increased their proficiency rate on the 2012 ELA. However, only about 50% of students who had received a 3.0 or greater on the previous year's exam increased in proficiency. We triangulated this data with what we saw in our running record assessments and in our observations of teacher instruction. Two things stood out to us: running record data showed high reading levels in all grades and we saw a drop in guided reading instruction. After discussion with teachers at all grade levels we came to the conclusion that while students may decode at high levels, they may not be able to comprehend at those levels. As a school, we decided that we must support all of our students, including those that are already proficient for their grade level, to do higher level comprehension work. This is especially vital as we implement the Common Core State Standards which demand that students read and write at increasingly more complex and sophisticated levels. As a result, we set a progress goal to increase proficiency in ELA for students at all levels, including those that are already proficient.

### **Instructional strategies/activities**

#### **Activity #1**

- Professional Development: PD will be provided on the following topics: Text Complexity, Close Reading, Guided Reading, Developing Questions at Varying Levels of DoK, Questioning and Discussion Techniques Using the Danielson Framework, and Use of Student ELA Data to Diagnose Needs and Plan Small Group Instruction. The work will be supported by the Assistant Principal and Lead Teachers who will attend PD through the network and the Literacy Coach and staff developers from Teachers College.
- Target Populations: All teachers and selected Lead Teachers.
- Responsible Staff Members: Assistant Principal, Literacy Coach, TC Staff Developers, Lead Teachers.
- Evaluating Effectiveness: Frequent cycles of observation around questioning and discussion, guided reading, close reading, and small group instruction will provide teachers with actionable feedback.
- Implementation Timeline: September 2012 through June 2013

#### **Activity #2**

- Collaborative Inquiry: Working in grade level teams, we will improve our effectiveness in selecting texts at an appropriate level of complexity and planning for higher level questions in order to make our comprehension work more rigorous. By June 2012, 100% of classroom teachers, working in collaborative inquiry teams, will have chosen a minimum of 10 texts in a variety of genres to be used in Shared Reading and Read Aloud and developed scaffolds to support all learners, including effective questions at higher DoK levels.
- Target Populations: All classroom teachers, special education teachers and ESL teachers impacting all students in all grades.
- Responsible Staff Members: Classroom Teachers, Special Education Teachers, and ESL Teachers with support from the Principal, Assistant

Principal, Literacy Coach and staff developers from Teachers College.

- Evaluating Effectiveness: Teachers will analyze student work and running records to monitor student comprehension skills and adjust text selection and instructional strategies.
- Implementation Timeline: September 2012 through June 2013.

**Activity #3**

- After School ELA/Math Academy: Provide targeted instruction on the Common Core State Standards in ELA and test sophistication skills in an after-school program that meets twice per week for 1.5 hours.
- Targeted Populations: English Language Learners and students who are not meeting standards in grades 3 to 5.
- Responsible Staff Members: ESL certified teachers and general education teachers under the supervision of the Principal or Assistant Principal.
- Evaluating Effectiveness: Teachers will work with administrators to compare the rigors of the ELA with the resources used in the after school program (such as push-in ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.
- Implementation Timeline: January 2013 to April 2013.

**Strategies to increase parental involvement**

- Parents will be invited to attend a Reading Workshop lesson in their child’s classroom during Literacy Week (February 11 to 15, 2013) so that they may see how their children engage in reading and writing. Parents are also informed of the Reading and Writing Workshop Units of Study through a Bi-monthly newsletter sent home by teachers. These newsletters provide suggestions to parents on how they can support their children. Student progress in literacy is communicated to parents through reading logs and report cards.

**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.

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

If other is selected describe here:

**Service and program coordination**

- Through our parent coordinator, we will communicate the goals of our literacy curriculum to the director of the CBO-based after school program. This will enable the after school program to help our students with literacy assignments and other homework. ESL teachers, SETSS teachers, Speech teachers and Occupational Therapists push in to classrooms in which they serve students so as to coordinate services with the demands of the curriculum.

## **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**

- By June 2013, the percentage of fourth and fifth graders increasing proficiency in Math will increase by 3% (from 62% to 65%) as measured by scale score to proficiency rate conversions on the NYS Math exam.

### **Comprehensive needs assessment**

Our goal to increase student proficiency in Math is focused on building on the work we started last year in raising our students problem-solving abilities by using Exemplar problems, implementing a new math program, and using questioning and discussion to build our students' ability to construct viable arguments and defend their answers. Last year our inquiry focus was math, specifically number sense and operations. We developed a progress monitoring assessment for this strand that was aligned to the CCSS in math. We also conducted a search for a new math program in which nearly all teachers participated, resulting in the choice of enVision Math. Last year's work in Math was based on analysis of the 2011 state assessment which showed our students struggled with problem solving and number sense. While we see an improvement in these areas for our students, particularly in Grades 3 and 4, there is still work to be done. In May 2012, the percentage of students at levels 3 and 4 increased by 1.6 percentage points to 74.6%, but our median growth percentile decreased by 6 points. Approximately 62% of fourth and fifth grade students increased their math proficiency rate on the May 2012 exam. This led us to set progress goals to increase proficiency in math for all students.

### **Instructional strategies/activities**

#### **Activity #1**

- Implement Common Core Aligned Math Program: Implement enVision Math program selected by teachers last academic year. By June 2013, 100% of classroom teachers will have conducted lessons from the enVision Math program in all of the topics aligned to the Common Core. All classroom teachers will have used the program's assessments, both formative and summative, to determine student progress toward the common core standards and, using the program's online resources, assign differentiated work accordingly.
- Target Populations: All students in all grades.
- Responsible Staff Members: Classroom Teachers, Special Education Teachers, and ESL Teachers.
- Evaluating Effectiveness: Teachers will evaluate student work and student performance on end-of-topic assessments to monitor the program's effectiveness in helping students master the CCSS in Math and work collaboratively to adjust instruction.
- Implementation Timeline: September 2012 to June 2013.

#### **Activity #2**

- Continue work with Exemplars to strengthen student problem solving skills: Using Exemplars, teachers will provide cognitively demanding mathematical problems. This will prepare them to meet the rigors of the citywide instructional expectations in Math. By June 2013, 100% of all students in grades K-5 will engage in two cognitively demanding mathematics performance tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. By June 2013, 85% of all students in grades K-5 will demonstrate proficiency (Level 3 or higher) on the spring math task.
- Target Populations: All students in grades K-5.
- Responsible Staff Members: All classroom teachers. In addition, two Lead Teachers will participate in professional development provided by the Exemplar Company through our network. These teachers will lead the work in all grades during common planning time and faculty conferences.

- Evaluating Effectiveness: Teachers will collaboratively evaluate student work and student performance on monthly Exemplar problems to monitor student progress and to adjust instruction.
- Implementation Timeline: September 2012 to June 2013.

### **Activity #3**

- Professional Development: PD will be provided on the following topics: the enVision Math program, using and developing Exemplars, and aligning the CCSS in Math to the curriculum. Two Lead Teachers will participate in professional development provided by the Exemplar Company through our network. These teachers will lead the work in all grades during common planning time and faculty conferences. Grades 4 and 5 will receive additional support from an AUSSIE consultant in order to strengthen instructional practices which go beyond implementing the new program.
- Target Populations: All classroom teachers and selected Lead Teachers.
- Responsible Staff Members: The Principal, Assistant Principal, staff developers from enVision and the AUSSIEs.
- Evaluating Effectiveness: Observation of teacher practice by the Principal, Assistant Principal and AUSSIE staff developer will provide teachers with actionable feedback.
- Implementation Timeline: September 2012 to April 2013.

### **Activity #4**

- After School ELA/Math Academy: Provide targeted instruction on the Common Core State Standards in Math and test sophistication skills in an after-school program that meets twice per week for 1.5 hours.
- Targeted Populations: English Language Learners and students who are not meeting standards in Grades 3 to 5.
- Responsible Staff Members: ESL certified teachers and general education teachers under the supervision of the Principal or Assistant Principal.
- Evaluating Effectiveness: Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as push-in ESL support, workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.
- Implementation Timeline: January 2013 to April 2013.

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

- Parents will be involved with the new math program through the program's online resources. A letter informing parents of the website, [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com), will be sent home in November and parents will be reminded periodically through parent newsletters. A parent workshop will be held on January 25, 2013 to demonstrate how to use the website with their children.
- Parents will receive a letter at home whenever they are beginning a new topic. The letter will describe what students will be learning in the topic and how they can help their children.
- Parents will have the opportunity to attend a math lesson during Math Week of December 3, 2013.

**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**

- Through our parent coordinator, we will communicate the goals of our math curriculum to the director of the CBO-based after school program. This will enable the after school program to help our students with math assignments and other homework. ESL teachers, SETSS teachers, Speech teachers and Occupational Therapists push in to classrooms in which they serve students so as to coordinate services with the demands of the curriculum.

### **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**

- By June 2013, the percentage of English Language Learners advancing at least one performance level will increase by 6% as measured on the spring 2013 NYSESLAT.

#### **Comprehensive needs assessment**

- With more than 30% of our students as English Language Learners, this is a critical population for our school and our district. English Language Learners are held to the same high standards as all other students. Language acquisition is key to their success in school and in their future careers. At PS 199 we continue to focus on this important student group so that we can provide them with the skills they need to be successful. We provide services to ESL students primarily in a push-in model so as to maximize language and literacy exposure with proficient English speakers. In 2011-12, this resulted in 44.4% of students advancing at least one performance level, going from beginners to intermediates, intermediates to advanced, and advanced to proficient. 14.8% of students scored proficient. Our goal in 2012-13 is to have more than 50% of our students advance at least one performance level.

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

##### **Activity #1**

- Professional Development: PD will be provided on the following topics: Analyzing NYSESLAT performance data to determine student needs, strategies to help ELLs master the CCSS, planning instruction aligned to the CCSS, and embedding NYSESLAT skills in instruction.
- Target Populations: ESL teachers for Grades K to 5.
- Responsible Staff Members: ESL Coordinator/Literacy Coach and ESL Teachers.
- Evaluating Effectiveness: The ESL Coordinator/Literacy Coach will work with ESL teachers to monitor student progress using student work and collaboratively plan instruction to meet student needs.
- Implementation Timeline: September 2012 to June 2013.

##### **Activity #2**

- After School ELA/Math Academy: Include 3 certified ESL teachers in the ELA/Math after-school program so that ESL students are better supported in mastering the skills they need for standardized tests.
- Targeted Populations: English Language Learners in Grades 3 to 5.
- Responsible Staff Members: ESL certified teachers under the supervision of the Principal or Assistant Principal.
- Evaluating Effectiveness: Teachers will work with administrators in analyzing ELL performance data from the spring 2013 ELA and Math assessments to determine whether it was effective in supporting student performance.
- Implementation Timeline: January 2013 to April 2013.

##### **Activity #3**

- Provide iPads: Classes with ESL and Immigrant students will receive an iPad so that language acquisition can be supported through technology such as interactive eBooks and other literacy and fluency applications.
- Targeted Populations: Classes with ELLs and Immigrant students.

- Responsible Staff Members: The ESL Coordinator/Literacy Coach and the Computer Technology teacher will support teachers in how to use the iPads in classrooms with ELLs and Immigrant students.
- Evaluating Effectiveness: The ESL Coordinator/Literacy Coach will gather data and feedback from teachers to determine the effectiveness of the technology in the classroom and the best applications for students.
- Implementation Timeline: September 2012 to June 2013.

**Strategies to increase parental involvement**

- Translators will be provided for key parents meetings. These include but are not limited to initial registration, parent teacher conferences, workshops on the middle school selection/application process, and IEP meetings.
- Parents of ELLs are included in all communications and school events. Key communications such as our Parent Handbook are translated into multiple languages including Spanish, Chinese and Urdu.

**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:  
 Grants include Title III Immigrant Funds.

**Service and program coordination**

- Through partnerships with Midwood Development Corporation and the Council of Jewish Organizations (COJO), parents are offered adult ESL classes so that they too may learn English and support their children.

**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	Guided Reading Close Reading Shared Reading Interactive Writing	Small group instruction One-to-one tutoring	Extended Day Before School During School
	Wilson Intervention System Double Dose Foundations	Small group instruction	During School
	Close Reading Shared Reading Interactive Writing	Whole Class Tutoring	After School
Mathematics	Guided Practice UDL Scaffolds	Small group instruction One-to-one tutoring	Extended Day Before School During School
	Guided Practice	Whole Class Tutoring	After School
Science	Close Reading Shared Reading Repeated Readings Vocabulary Support	Small group instruction	During the School Day
	Hands on Review	Whole Class Tutoring	After-School
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior Modification Systems Parent Communication Tools	One-to-one counseling Small Group counseling Parent/Teacher meetings	Before School During School

### 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.

**Recruitment:** PS 199 recruits new teachers in a variety of ways, including attending recruitments fairs, working with the New York City Teaching Fellows, using the New Teacher Finder website, and posting vacancies through Galaxy. We also contact the local universities including New York University, Columbia Teachers College, and Brooklyn College to make student teachers and others aware of opportunities. This provides us with a robust set of resumes from which to choose the most qualified candidates to interview. Candidates are interviewed and asked to present a demonstration lesson to a class or group of students. Through this process, offers are made only to the most highly qualified teachers.

**New Teacher Mentoring:** New teachers are mentored by our school's Literacy Coach and ESL Coordinator, Mrs. Nancy Zaugg. Mrs. Zaugg meets with new teachers at least twice per week – modeling lessons, providing curriculum and lesson planning support, setting up intervisitations – providing individualized and personalized professional development. In addition, new teachers are supported by the teachers on their grade since all teachers participate in common planning time two periods per week.

**Retention and On-going Professional Development:** PS 199 prides itself in being a Professional Learning Community. Our teachers participate in ongoing professional development provided by our network, Teachers College and the AUSSIES. Many of our teachers take leadership roles in turn-keying professional development and supporting their colleagues.

**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)**

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. PS 199 teachers create 5 grade-level newsletters per year which describe what students are learning in Reading, Writing, Word Study, Math, Social Studies and Science and how parents can support their children. Parents are invited to attend a Reading/Writing Workshop lesson during Literacy Week, a math lesson during Math Week, and a workshop on how to use the enVision Math website to support their children's academic achievement.
- 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. Parents of fifth grade students are invited to attend Middle School Workshops so that they may understand the Middle School selection and application process. Our guidance counselor and translators are available to help parents and students make informed decisions and complete the necessary forms.
- 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.

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 parent feedback 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-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. This year, the Title I Committee chose to provide parents and their children with an educational program on recycling. Parents will participate with their children to learn how to recycle and make our school and world a cleaner place to live and learn.
- 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 to serve as a liaison between the school and families. The Parent Coordinator 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. Working with the principal and assistant principal, she will provide assistance to parents in understanding City, State and Federal standards and assessments. 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: This year's workshops include:
  - Workshop on the Middle School Application Process – October 23, 2012
  - Workshop on Nutrition from Cornell University – October 24, 2012
  - ESL for Parents and Housing in Midwood – October 26, 2012
  - Workshop on enVision Math Website – January 25, 2013
  - Workshop on Bullying by PS 199 Guidance Counselor – February 15, 2013
  - Dial-A-Teacher – February 20, 2013
  - Stress Management Workshop/HealthPlus – April 12, 2013
- 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. These systems and reports are reviewed at various times in the year. The Progress Report is reviewed in the fall at a PTA meeting, workshops to help parents understand the Learning Environment Survey are held in the spring.
- 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. Due to Hurricane Sandy, the deadline for this year's meeting was extended to December 21<sup>st</sup>. PS 199 held the meeting on December 7, 2012.
- Schedule additional parent 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. For example, an open meeting of the School Safety Team was held on January 18, 2013, and a meeting to discuss the HIV curriculum was held on December 21, 2012.

- Translate all critical school documents and provide interpretation during meetings and events as needed. Key communications, such as our Parent Handbook, are translated into multiple languages including Spanish, Chinese and Urdu. PS 199 provides translators during initial registration, parent teacher conferences, workshops on the middle school selection/application process, and IEP meetings.

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

- Hosting Open School Week when parents can come visit their children's classroom; Literacy Week when parents can experience a reading and writing workshop; Math Week when parents can participate in a math lesson; and Read Aloud day when parents can come to read to their child's class.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.
- Inviting parents to Assemblies in which their child's grade puts on an entertaining and educational performance. The following is a list of 2012-13 Assemblies:
  - Pre-K – Winter and Spring performances
  - Kindergarten – Spring performance on the Seasons
  - First Grade – Rhythm Band performance
  - Second Grade – Winter Performance
  - Third Grade – Black History Month
  - Fourth Grade – Thanksgiving Performance, Band/Chorus Concert, Ballroom Dancing Recital
  - Fifth Grade – Citizenship, Band/Chorus Concert
- Establishing a Parent Resource Center/Area or lending library of instructional materials for parents. This is available in the Parent Coordinators Office.
- 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. Report cards are distributed 3 times per year to formally keep parents aware of student progress and teachers provide informal verbal updates on a frequent basis.
- Developing and distributing a grade level newsletter, distributed 5 times per year.
- Implementing School Messenger, and automated telephone, email and text message system, to keep parents informed in a timely manner of school news and events.
- Providing school planners/folders for regular written communication between teacher and the home for all students in grades 2 to 5.

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's 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>C. Groll/Neal Opromolla</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>199</b>
School Name <b>Frederick Wachtel</b>			

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

Principal <b>Rosalia Bacarella</b>	Assistant Principal <b>Gina Leahy</b>
Coach <b>Nancy Zaugg</b>	Coach <b>type here</b>
ESL Teacher <b>Aimee Grassini</b>	Guidance Counselor <b>Lauren Horowitz</b>
Teacher/Subject Area <b>Felene Catell/Grade 4</b>	Parent <b>Samina Azam</b>
Teacher/Subject Area <b>Leah Sassoon/Grade 1</b>	Parent Coordinator <b>Rita Velic</b>
Related Service Provider <b>Chaya Twerski/Speech</b>	Other <b>type here</b>
Network Leader <b>Neal Opromolla</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>509</b>	Total Number of ELLs	<b>157</b>	ELLs as share of total student population (%)	<b>30.84%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Yiddish
Dual language program	Yes <input type="checkbox"/>	No <input 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	16	0	20	12	24								84
<b>Total</b>	12	16	0	20	12	24	0	0	0	0	0	0	0	84

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

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	4	11	7	4	9	7								42
Chinese	2	1	2	3	1	1								10
Russian	9	10	9	2	5	6								41
Bengali	2	2	2	4	3	1								14
Urdu	1	2	3	3	3	3								15
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian			1			2								3
Other	6	5	5	1	2	5								24
<b>TOTAL</b>	<b>24</b>	<b>31</b>	<b>29</b>	<b>17</b>	<b>23</b>	<b>25</b>	<b>0</b>	<b>149</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

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

## A. Programming and Scheduling Information

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

We do not have any self contained ESL classes.

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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. ELL students receive small group intervention during the Extended Day program. Additionally, identified ELLs receive Wilson Intervention from a licensed Wilson Reading Intervention teacher. After school programs in ELA, Math and Science are offered to all ELL students in grades 3, 4, and 5. Students in grades 1 and 2 are invited to participate in a Literacy through the Arts after school program. We also have an Academic Intervention teacher supporting our struggling students, including ELLs in grades 4 and 5. All of our targeted intervention programs are offered in English.

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

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

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

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

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

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

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

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

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

At the very start of the school year, parents are invited to attend a parent orientation to meet with their child's teacher. At this meeting, teachers give clear expectations and have the opportunity to ask questions.

17. We currently do not offer any language electives to our ELLs.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	8	9	5	10	12								55
Intermediate(I)	3	11	5	4	8	5								36
Advanced (A)	9	12	17	11	7	9								65
Total	24	31	31	20	25	25	0	0	0	0	0	0	0	156

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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. Early literacy skills of ELLs are assessed through Teachers College assessments which include Concepts of Print, Letter and Sound Recognition, Spelling Inventory, High Frequency Word recognition and leveled running records. The data informs our instruction and allows teachers to set individual goals for their students. ELL teachers set goals to reflect the needs of ELLs in listening/speaking and reading/writing. Goals are monitored and assessed periodically. ELLs in the primary grades need additional support in all the modalities. This is provided through the Foundations word study program in grades K-2. It is also provided in the Reading and Writing Workshop. ELLs in grades 3 to 5 who require literacy and decoding support receive instruction through the Wilson Reading Program.

2. Of all our kindergarten students who qualified to take the LABR, 20% scored proficient, 30% scored as advanced, 10% scored as intermediate and 40% scored as beginners. Data patterns reflect that most of our kindergarteners are beginners. Out of the 6 newcomers in grades 2 to 5 that took the LABR, 4 scored as beginners, 1 scored as intermediate while 1 scored as an advanced.

3. Patterns across the NYSESLAT modalities reveal that performance in the reading/writing is weaker than performance in the listening/speaking modality. The findings are represented on the tables below:

Listening/Speaking Modality  
Grades 1 & 2

Proficiency Level	Percentage Within the Modality
Beginners	5%
Intermediates	14%
Advanced	38%
Proficient	43%

Reading/Writing Modality  
Grades 1 & 2

Proficiency Level	Percentage Within the Modality
Beginners	19%
Intermediates	21%
Advanced	29%
Proficient	31%

In order to address the need for improvement in the reading/writing modality across first and second grade, an instructional decision was made to use the Foundations program to support all of our children. This program focuses on print knowledge, alphabet awareness, phonological and phonemic awareness, decoding, vocabulary, fluency and spelling. We also made the instructional decision to implement a push in model for ESL instruction. This allows for our ELLs to receive additional support during reading and writing workshop. Our

beginner and intermediate students also engage in Imagine Learning which is a computer software program that addresses and improves literacy skills.

In grades 3, 4, and 5 data patterns reveal similar findings as those in grades 1 and 2. The findings are represented on the tables below:

#### Listening/Speaking Modality

Grades 3, 4, and 5

Proficiency Level Percentage Within the Modality

Beginners	2%
Intermediates	15%
Advanced	17%
Proficient	66%

#### Reading/Writing Modality

Grades 3, 4, and 5

Proficiency Level Percentage Within the Modality

Beginners	10.6%
Intermediates	27.6%
Advanced	27.6%
Proficient	34%

The data reveals that there is a need to support these students in order to improve their performance in the reading/writing modality. To do so, we've implemented the Wilson Intervention program for students that fall in the above category. The Wilson program is designed to promote reading accuracy and phonetic skills to students with such deficits. For additional support, our beginner and intermediate population utilize the Imagine Learning program which is also designed to improve literacy skills. The ESL teachers also provide support during reading and writing workshop by working in small groups to meet the needs of these students.

4A. In our ESL program, 56% of the students in kindergarten, grade 1 and 2 are beginners and intermediates. In grades 3, 4, and 5, 44% are beginners and intermediates. The patterns across proficiencies reveal higher percentage of beginner and intermediate ELL students in the lower grades than in the upper grades. When it comes to our advanced population, our findings are different. 59% of the students in K, 1 and 2 are advanced, while grades 3, 4 and 5, 41% are advanced.

In our Bilingual Yiddish program, there are 8 students that are part of our beginner population. These students have special needs. In addition to language development, they are also challenged by other learning disabilities which prevent them from peering as their peers in the ESL program.

We do not have any ELLs taking tests in their native language.

B. Our school does not use the ELL Periodic Assessment, but we do use Predictives, ITAs, Common Core bundles, and Teachers College assessments. The results of these assessments are used to drive instruction in ESL, Literacy and content areas. Teachers set goals based on the data collected from these assessments and tailor their instruction to meet these goals. Teachers differentiate instruction for ELLs to accommodate language skills and content area requirements, often scaffolding their instruction with pictures, diagrams, labels and other instructional strategies. The results of these assessments also help to determine the needs of the school and the professional development for teachers.

C. School leaders are learning from these assessments that additional literacy skills are needed for ELL students to gain proficiency. Data shows that our ELLs need support in language acquisition, vocabulary, writing and reading comprehension. To support these needs, school leaders have implemented the following programs for ELLs: Foundations, Wilson Intervention, Imagine Learning, extended day and after school programs in Literacy, Math, Science, ESL and the Arts.

5. N/A

6. Programs for ELLs are evaluated by looking at results from the NYSESLAT, state tests and Teachers College assessments. The number

of children gaining proficiency and those moving up levels within the modalities are clear indicators of how successful our programs for ELLs are.

### 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:** PS 199

**School DBN:** 21K409

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosalia Bacarella	Principal		11/29/11
Gina Leahy	Assistant Principal		11/29/11
Rita Velic	Parent Coordinator		11/29/11
Aimee Grassini	ESL Teacher		11/29/11
Samina Azam	Parent		11/29/11
Felene Catell/Grade 4	Teacher/Subject Area		11/29/11
Leah Sassoon/Grade 1	Teacher/Subject Area		11/29/11
Nancy Zaugg	Coach		11/29/11
	Coach		1/1/01
Lauren Horowitz	Guidance Counselor		11/29/11
Neal Opromolla	Network Leader		11/29/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 21      School Name: PS 199K**

**Cluster: 4      Network: 409**

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: 199

DBN: 21K199

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 8

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 6

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This after school program will provide direct instruction to ELLs to prepare for the New York State ELA and Math assessments. The program will meet two days per week for 1.75 hours after school from January 15th to April 10th. There will be one class on each of the 3rd, 4th and 5th grades with 57 ELL students and 11 former ELLs. Title III funds will be used for two ESL teachers to provide direct instruction to these ELLs. We've found that ELL students in particular need the additional support and practice in order to meet standards on the state assessments. At the same time, they require language scaffolding and strategies appropriate to their level of language acquisition. Two certified ESL teachers will work with 3rd, 4th and 5th grade teachers who are experienced in preparing students for these assessments in order to plan instruction that will meet the needs of the ELLs in the program. The ESL teachers will push-in and co-teach with the teachers in each class on a rotating basis. They will use Kaplan Advantage test preparation materials supplemented with additional resources for language support.

Title III funds will also be used to purchase NYSESLAT Test Preparation materials for ELLs in Grades Kindergarten to 5.

### Part C: Professional Development

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

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

Begin description here:

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

Tentative Dates and Topics of the Professional Development are as follows:

January 8th -- Scaffolds to help ELLs Meet the Rigors of the ELA

January 9th -- Scaffolds to help ELLs Meet the Rigors of the Math

### Part D: Parental Engagement Activities

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

Tentative ELL Parent Workshops and Dates:

January 25, 2013 -- Expectations for the New York State ELA and Math Assessment and How Parents of ELLs Can Help Their Children

February 15, 2013 -- Focus on the Math Assessment

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		