



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JESSE ISADOR STRAUS  
**DBN (i.e. 01M001):** 03M199  
**Principal:** KATY ROSEN  
**Principal Email:** KROSEN2@SCHOOLS.NYC.GOV  
**Superintendent:** ILENE ALTSCHUL  
**Network Leader:** YUET CHU

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name               | Position and Constituent Group Represented   | Signature |
|--------------------|--|-----------|
| Katy Rosen         | *Principal or Designee   |           |
| Peter Rockwitz     | *UFT Chapter Leader or Designee  |           |
| Eric Shuffler      | *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  |           |
| Kirsten Loderer    | Member/ Teacher  |           |
| Lisa Taylor        | Member/ Teacher  |           |
| Patricia Bleichman | Member/ Teacher  |           |
| Tamara Cella       | Member/ Teacher  |           |
| Jamie Zucker       | Member/ Teacher  |           |
| Dalissa Canario    | Member/ Paraprofessional   |           |
| Liz Sutherland     | Member/ Parent   |           |
| Debra Belena       | Member/ Parent   |           |
| Judith Hammerman   | Member/ Parent   |           |
| Victoria Kopper    | Member/ Parent   |           |
| Danielle Rosen     | Member/ Parent   |           |
| William Reinisch   | Member/ Parent   |           |
| Ellen Shultz       | Member/ Parent   |           |
|                    | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>x</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

### Annual Goal #1

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

Improve learning outcomes for students with disabilities and English Language Learners. 70% of students with disabilities in general education classrooms will reach grade level benchmarks by June 2014 as measured by running records and end of year math assessments. Thirty percent of ELLs will achieve proficiency on the NYSESLAT.

### Comprehensive Needs Assessment

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

.While student performance is very good (we earned 21.4 out of 25 points for Student Performance on the Progress Report), we have not achieved equal results for the students with special needs. We earned only 2.5 out of 17 points for Closing the Achievement Gap on the Progress Report.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will use formative assessments to monitor student progress and use fluid groupings to address learning needs; NYSESLAT periodic assessment will be used to identify skills needed by ELLs to achieve proficiency.
2. Additional staff will provide intensive literacy interventions during the day and after school, using Orton Gillingham programs. Increase the frequency of guided reading groups and math strategy groups.
3. Assistive technology will be provided to students to compensate for disabilities that prevent them from progressing with their peers.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers will work with students in their classrooms. The ESL teacher will administer NYSESLAT assessments.
2. Special Education, ELL and AIS teachers will provide support in small groups and one-on-one tutoring; classroom teachers will teach small groups.
3. Word processors, laptops and software will be utilized.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Running records will be conducted every 10 weeks and math assessments at the end of each unit with the target of 30% of SWDs and ELLs reaching benchmarks in December; 50% in March and 70% in June.
2. Five percent of SWDs (from both general education and self-contained classes) will achieve their IEP goals and no longer require the same level of services; 50% students receiving early grade reading intervention will "graduate" by March; 50% of students receiving additional math support will "graduate" by March.
3. 50% of students using Assistive Technology will meet grade level expectations on March report card grades.

#### **D. Timeline for implementation and completion including start and end dates**

1. Formative assessments will begin in September 2013 and continue through June 2014..
2. Students will attend Extended Day tutoring and other small group intervention beginning in September and continue through June 2014.
3. Assistive technology will be assigned to students on an as-needed and on-going basis throughout the year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will use prep periods to score and record assessments, form instructional groups and plan for targeted students.
2. Sufficient Wilson Reading and Reading Rescue materials will be provided. The Reading Rescue coordinator will support all the tutors who are working with students.
3. Occupational Therapists will support students in their use of Assistive Technology devices.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Communication with Families is an area on which teachers are rated in the Danielson Framework. The administration will support teachers in communicating about the instructional program through websites, newsletters or other means. Additional time will be given to teachers to meet with families of students who are performing far below grade level. The administration will monitor information to parents about student progress by reading all report cards and comments to provide feedback to teachers on clarity, honesty and sensitivity. The administration will encourage and support teachers' efforts to engage families in classroom projects.

### Budget and Resource Alignment

|   |                 |  |                 |  |                  |          |                  |  |                  |               |
|---|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |          |                  |  |                  |               |
| <b>x</b>  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> |  | <b>Set Aside</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |  |                 |  |                  |          |                  |  |                  |               |
| PTA funds may be used to purchase Assistive Technology devices for students to use in class.          |                 |  |                 |  |                  |          |                  |  |                  |               |

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Align Math instruction to the Common Core State Standards for grade K through 5 with the goal that 80% of students in each testing grade will demonstrate grade-level skills on Open Response questions.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 The analysis of our Everyday Math curriculum showed some inconsistencies with the CCSS, including, but not limited to, the increased emphasis on solving multi-step word problems and constructing viable arguments. Almost 15% of our current fourth and fifth grade students earned less than half the maximum score on the Extended Responses questions on the state math exam; fewer than 10% earned the maximum. Our teachers need Professional Development support and time to review new expectations and appropriate resources to teach to the higher standards.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
  1. Two PD workshops will be held before the end of the first marking period so that teachers can become familiar with resources for teaching problem-solving skills, with particular focus on planning for students who performed poorly on the Extended Response questions on the state math exam.
  2. Veteran teachers will be matched to novice teachers to provide collegial support, modeling and constructive feedback. Teacher-leaders will assist other teachers in the use of online resources, particularly the E-Suite Deluxe materials provided by EDM.
  3. Teachers will collaboratively look at student work, assess strengths and weaknesses, and plan small group instruction.
- B. Key personnel and other resources used to implement each strategy/activity**
  1. A consultant from Everyday Math will facilitate PD sessions.
  2. Flexible programming will be used to provide classroom coverage so that teachers can collaborate.
  3. Teachers will use Circular 6 Prep Periods and Team meetings to work with colleagues.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. 100% of the classroom teachers will engage students in oral and written arguments to justify their strategies to solve math problems, keep accurate records on the performance of their students on Open Response questions and use data to group students for instruction.
  2. 100% of the classroom teachers will use E-Suite Deluxe to update their lesson plans, including direct instruction on solving word problems throughout each unit.
  3. All of the math units will include plans for supporting learners in small groups.
- D. Timeline for implementation and completion including start and end dates**
  1. PD workshops will take place in July 2013 and November 2013.
  2. Teachers will work collaboratively throughout the school year, starting with grade level meetings in August 2013 and continuing through June 2014.
  3. Small group instruction will begin in September 2013 and continue throughout the year until June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Per session will be used for summer planning; Election Day will be used for PD. Teachers will access online resources from desktop and laptop computers.
  2. Prep periods will be utilized for co-planning, intervisitations and mentoring support.
  3. A minimum of one SBO teacher team meeting time each month will be devoted to collaborative math planning.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers will use Family Letters to introduce new units. A presentation about our math curriculum will be part of a General PTA meeting in the fall. A Parents as Partners workshop will be conducted so parents can learn more about how to support their children with the math curriculum.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

X PTA funds will be used to support Professional Development expenses if needed.

**Goal and Action Plan #3**

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

***Annual Goal #3***

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

1. Align ELA and Social Studies units and lessons plans to the Common Core State Standards for Grade K through 5. Academic vocabulary will be an area of direct instruction in each grade level. Eighty percent of students will demonstrate grade level skills in writing arguments with evidence from texts, using teacher-created rubrics.

***Comprehensive Needs Assessment***

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

The school must increase the use of complex texts in all grade levels to guarantee that students are comfortable with challenging articles and books in line with the CCSS.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will have eight planning sessions with staff developers spread across the school year to plan non-fiction units and identify books and other resources.
2. Close reading will be taught and practiced during Reading Workshop, Social Studies periods and Non-fiction Reading units.
3. Graphic organizers will be used to support students' organization of ideas, incorporating academic language, and skill in using evidence from texts.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Staff developers from Teachers College will facilitate the planning sessions.
2. Classroom teachers, AIS, Special Education teachers and Related Service providers will provide instruction on close reading.
3. Classroom teachers, AIS, Special Education teachers and Related Service providers will create and share graphic organizers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Grade level teams will create curriculum maps to include domain-specific vocabulary for each Social Studies and ELA units.
2. 65% of students in Grades 3, 4 and 5 will demonstrate grade level skills in answering multiple choice questions about complex reading passages by March 2014.
3. 65% of students will appropriately use academic language in their content area writing projects when measured by teacher-created rubrics by March 2014.

**D. Timeline for implementation and completion including start and end dates**

1. Planning will continue throughout the school year, starting in September and continuing through June.
2. Implementation will continue throughout the school year, starting in September and continuing through June.
3. Tool kits for students and rubrics for the first content area writing unit will be completed by November 2013.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will have substitute coverage to be able to attend staff development meetings.
2. Teachers will receive sets of planning books, Units of Study in Opinion, Information and Narrative Writing, and grade level texts to support the curriculum.
3. Social Studies curriculum maps and resource materials will be on the school computer network.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be invited to attend the Teachers College Parents Day to learn about how to support literacy at home. The teachers will present a workshop for parents to

explain how CCSS are being addressed in our school.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

X PTA funds will be used for Staff Developers and to purchase trade books and workbooks.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|  |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|  | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Set Aside</b> | <b>Grants</b> |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>                             | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Wilson Reading groups, Reading Rescue; guided reading; Words their Way spelling groups; software to support writing | Small group, one-on-one  | During the school day or after school  |
| <b>Mathematics</b>  | Reteaching, computer drills; problem solving practice   | Small group  | During the school day or before school   |
| <b>Science</b>  | Reteaching; differentiated texts and adapted assignments  | Tutoring   | During the school day  |
| <b>Social Studies</b>   | Reteaching; differentiated texts and adapted assignments  | Tutoring   | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Social skills group; play therapy, self-esteem activities   | Small group, one-on-one  | During the school day  |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |   |                      |
|--|----------------------------------|---|----------------------|
| Indicate with an "X" your school's Title I Status. |                                  |   |                      |
|  | <b>School Wide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>X Non-Title I</b> |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|   |                          |                          |
|---|--------------------------|--------------------------|
| District <b>03</b>                      | Borough <b>Manhattan</b> | School Number <b>199</b> |
| School Name <b>Jessie Isador Straus</b> |                          |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |   |
|---|---|
| Principal <b>Katy Rosen</b>                                       | Assistant Principal <b>Louise Xerri</b>     |
| Coach <b>type here</b>  | Coach <b>type here</b>                      |
| ESL Teacher <b>Rosalyn Bindman</b>                                | Guidance Counselor <b>Jeanine Jeudy</b>     |
| Teacher/Subject Area <b>Stacy Silver/3<sup>rd</sup> Grade</b>     | Parent <b>Angie Vargas</b>                  |
| Teacher/Subject Area <b>Ingrid Camillo/Music</b>                  | Parent Coordinator <b>Allison Sansoucie</b> |
| Related Service Provider <b>Lisa Elion</b>                        | Other <b>type here</b>                      |
| Network Leader(Only if working with the LAP team) <b>Yuet Chu</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 currently teaching in the ESL program.           | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>1</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>848</b> | Total number of ELLs | <b>19</b> | ELLs as share of total student population (%) | <b>2.24%</b> |
|--|------------|----------------------|-----------|---|--------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

|  |                              |  |                               |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | Total #   |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Dual Language</b><br>(50%:50%)  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Pull-out   | 1        | 1        | 2        | 0        | 2        | 2        |          |          |          |          |          |          |          | 8         |
| Push-In  | 2        |          |          |          |          |          |          |          |          |          |          |          |          | 2         |
| <b>Total</b>   | <b>3</b> | <b>1</b> | <b>2</b> | <b>0</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>10</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 19 | Newcomers (ELLs receiving service 0-3 years) | 17 | ELL Students with Disabilities | 5 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 2  | Long-Term (completed 6+ years) | 0 |

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 SWD. [?](#)

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 17  |      | 3   | 2   |      | 2   |     |      |     | 19    |
| Total         | 17  | 0    | 3   | 2   | 0    | 2   | 0   | 0    | 0   | 19    |

Number of ELLs who have an alternate placement paraprofessional:

### 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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 |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 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      | 1        | 1        | 2        | 0        | 3        |          |          |          |          |          |          |          |          | 7         |
| Chinese      | 0        | 1        | 1        | 0        | 1        |          |          |          |          |          |          |          |          | 3         |
| Russian      | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 1         |
| Bengali      | 0        | 0        |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         | 0        |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       | 0        |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Haitian      | 0        |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French       |          |          | 1        |          |          |          |          |          |          |          |          |          |          | 1         |
| Korean       | 1        |          | 1        |          |          |          |          |          |          |          |          |          |          | 2         |
| Punjabi      | 0        |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       | 0        |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          | 1        |          |          |          |          |          |          |          |          |          |          | 1         |
| Other        | 2        |          | 1        |          |          | 1        |          |          |          |          |          |          |          | 4         |
| <b>TOTAL</b> | <b>5</b> | <b>2</b> | <b>7</b> | <b>0</b> | <b>4</b> | <b>1</b> | <b>0</b> | <b>19</b> |

**Part III: Assessment Analysis**

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)     | 2        | 0        | 2        | 0        | 4        |          |          |          |          |          |          |          |          | 8         |
| Intermediate(I) | 1        | 0        | 0        | 0        |          | 1        |          |          |          |          |          |          |          | 2         |
| Advanced (A)    | 2        | 2        | 5        | 0        |          |          |          |          |          |          |          |          |          | 9         |
| Total           | <b>5</b> | <b>2</b> | <b>7</b> | <b>0</b> | <b>4</b> | <b>1</b> | <b>0</b> | <b>19</b> |

**NYSESLAT Modality Analysis**

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     | 1       | 1       |         | 1       | 3     |
| 4                     |         | 1       |         |         | 1     |
| 5                     |         | 1       | 2       |         | 3     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         | 1       | 1     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 2       |    | 1       |    |         |    | 1       |    | 4     |
| 4                     |         |    | 1       |    | 1       |    |         |    | 2     |
| 5                     |         |    |         |    | 1       |    | 2       |    | 3     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    | 1       |    | 1     |

| NYS Science |         |    |         |    |         |    |         |    |       |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
|             | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|             | English | NL | English | NL | English | NL | English | NL |       |
| 4           |         |    |         |    | 1       |    | 1       |    | 2     |
| 8           |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
For all grades, our school uses Teacher's College Reading and Writing Project Running Records to assess reading, including

comprehension, miscues, and fluency, also concepts of print, letter/sound identification and high frequency word recognition. We also use Words Their Way spelling inventory. To assess development of writing skills, we use a narrative writing continuum. Based on the results of these assessments, we plan and implement targeted interventions for individual students in their areas of need to support classroom progress and prepare state exams. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. We have a Saturday Academy in which upper grade ELLs are invited to participate in cultural literacy programs to broaden their knowledge of the city and the world around them. Participating in these small groups facilitates the students' ability to form friendships and build social and academic language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns show that most of our ELLs reach proficiency in speaking and listening one year earlier than proficiency in reading and writing. For spring 2013, more than 50% of students tested achieved proficiency on the NYSESLAT. All other students moved up one or two proficiency levels with the exception of three students who scored at beginner level. One of these students was a new arrival to the U.S. The other two were students in self-contained special education classes. One of these students moved down one level, from intermediate to beginner, and the other remained at beginner level.

For LABR, of 58 students tested in fall 2013, 8 tested in as entitled to services. Half of the new ELLs were new arrivals to the U.S. who scored at beginner or intermediate level. All of these are lower grade students with the exception of one fifth grader.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities reveal that reading and writing are the areas that are acquired after speaking and listening and can benefit from additional emphasis.

To help support reading and writing, we use content area charts and vocabulary word walls with visuals and graphics, picture dictionaries, student thesaurus, and vocabulary charts, student classroom language buddies, new comer ELLs writing in their home language or drawing as the basis for initial writing.

4. For each program, answer the following:

- a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We provide rigorous instruction that includes English language development for our ELLs. Teachers use knowledge about the ELLs' linguistic and educational backgrounds to inform instructional planning. Language development is integrated into content instruction, embedded in meaningful, authentic activities, and relevant to students' background knowledge. Assessment is included on a regular basis. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. We have a Saturday Academy in which upper grade ELLs are invited to participate in cultural literacy programs to broaden their knowledge of the city and the world around them. Participating in these small groups facilitates the students' ability to form friendships and build social and academic language. Reading support includes Reading Rescue, an early intervention program for struggling readers. Math intervention is provided 2-4 times a week for each participating child in groups of 1-6 students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We have ELLs at diverse stages of language acquisition from stage 1, pre-production, to stage 6, advanced fluency. Students' stage of language acquisition informs groupings for ESL programs. Students are grouped by grade and level, with the exception of one mixed grade 2-5 beginners group. The ESL teacher consults and collaborates with classroom and content area teachers regarding individual student's stage of second language development, and specific strategies to use to scaffold and support instruction to accelerate English Language development. For example, for speech emergent students, we promote the use of academic language along with visuals for charts, realia, connecting to students' background knowledge, frequent checks for comprehension asking newcomer students to respond with pointing, or in response to either/or questions and questions requiring one or two word answers, and the use of a word box and sentence frames for writing, etc.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by monitoring the progress of ELLs throughout the year. The ESL teacher uses regular progress notes and language structures checklist by level for each student, and rubrics for scoring and measuring progress in oral language development, writing, and reading comprehension. We look at data from the NYC performance tasks, and school performance tasks. We also evaluate the ESL program through analysis of data from the ELA, Math, Science and NYSESLAT state assessments. We use this data as the basis of making decisions and modifications about programming, instruction and professional development. Progress in literacy is measure by improvement in reading levels, comprehension and writing.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 Rosalyn Bindman is the ESL teacher at PS 199. She is certified in ESL and in French, and speaks Spanish fluently. Ms. Bindman coordinates with the pupil personnel secretary and is informed of all new admits registering. The parents complete the home language identification survey form with the support of Ms. Bindman or another pedagogue. As needed, an informal interview is conducted with the parents and students in their home language, by Ms. Bindman, or by other staff members who speak Japanese, Chinese, Korean, Russian or Hebrew, or the DOE Translation and Interpretation is called upon for translation assistance. Ms. Bindman follows the protocol for interpreting the home language identification surveys of new admits to determine eligibility for LABR testing. If a child newly admitted to NY public schools has a home language form indicating a home language other than English once or more on the front of the HLIS and twice or more on the back, the child is eligible for LABR testing. Ms. Bindman codes their home language form with the appropriate ATS HLIS code, and signs off on the form indicating that the child is eligible for testing. The students with all English on the HLIS are not eligible for LABR. For transfer students Ms. Bindman refers to the original home language and to the exam history to determine ESL eligibility. Ms. Bindman reviews the school wide REXH to determine which students from PS 199 last year are eligible to continue receiving services or not based on last year's NYSESLAT scores. Ms. Bindman also refers to the LABR eligibility reports to ensure that all students are appropriately tested. Ms. Bindman administers the LABR to all eligible students within the first 10 days of their entering school. The Spanish LAB is administered also within the first 10 days to school to all Spanish speaking students newly entitled to ESL services based on the LABR hand score results. The results of the Spanish LAB are used to determine language dominance and inform planning of native language instructional support.
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.  
 The LABR and Spanish LAB, when indicated, are administered within the first 10 days of the eligible student's first entering school. Also within the first 10 days parents receive the letter informing them of their child's ESL status, and inviting them to attend a parent orientation session. The purpose of the meeting is to discuss parent options and for completion of the parent survey/choice form, so their child may be placed in the program indicated by choice on the survey. The ELPC screen is completed no later than within 20 days. Once testing is completed, letters are sent out to families of new admits advising them that their child was LABR tested, and giving them the score along with entitlement or non-entitlement for ESL services. These are standard letters accessed from the DOE website section for English Language Learners, family resources, parent information. Parents of newly entitled students also receive the parent program survey/choice form, in their native languages. Parents of students with continued entitlement and noncontinuing students based on last year's NYSESLAT scores also receive a letter informing them of

their child's NYSESLAT scores and ESL status, together with a print out of the NYSESLAT score report for families. Parents of newly entitled students are invited to a parent meeting led by Ms. Bindman where they are provided with ample information about program options, and about the ESL approach at PS 199. They view the DOE parent video, and are provided materials in their home language and in English. They are given ample opportunity and encouragement at the meeting to ask any questions about program choices, the parent survey/choice form, and ESL at PS 199. At the end of the meeting they submit their program survey/choice forms if they have not already done so prior to the meeting. Ms. Bindman makes herself available to parents as a follow up to the meeting to respond to any concerns or questions about the ELL identification process and program options. Subsequent parent meetings are scheduled as needed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As noted above, letters are sent out to parents informing them of their child's new entitlement, non-entitlement, continued entitlement or noncontinuation of services. Ms. Bindman notates the dates that letters are sent out on a checklist in a compliance binder, and makes copies of all letters to keep on file. All of the parent survey forms were completed at or prior to the parent meeting for new ELLs. All parents of new ELLs attended the meeting, therefore all survey forms were completed. Ms. Bindman makes copies of the forms, files the original survey in the child's cumulative folder, and keeps copies for the compliance file, and the ELPC screen is completed based on the information in the surveys.

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.

Parent choice for program placement of newly identified ELLs is based on the 3 program options available in New York City: Transitional Bilingual, Dual Language, and freestanding ESL. Parents are informed of their options and their right to select any of these 3 programs for their child. PS 199 offers freestanding ESL only, as we have a small number ELLs on any grade, and no concentration within any language group which would suggest the need to offer transitional bilingual or dual language program. We review the parent choices on the parent survey/choice form, and discuss these program options with parents to inform them about their rights to choose the appropriate program for their child, including their right to transfer their child to a different school with the program of their choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLAT report is consulted to ensure that all entitled students are appropriately tested. A checklist and schedule are created to ensure that all ELLs are appropriately administered all sections of the NYSESLAT. In advance of the testing dates, parents are invited to a meeting to discuss the test, its goals, how the results are used. A letter is sent home to parents advising them of these upcoming dates and the importance of ensuring that their child is present and on time for testing dates. All staff are advised of the NYSESLAT dates, and teachers ensure that their students are ready for pick up for testing at their scheduled time. Proctors help with test administration as needed. Guidelines and protocols for test administration are reviewed in the NYSESLAT administration guide to ensure that all regulations are appropriately followed. Scoring is coordinated through the network for writing and speaking. A checklist is kept to be sure that each child is administered all four sections of the test. Makeup tests are scheduled as needed.

6. 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.) 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.  Parents of the ELLs at our school have selected ESL as their first program choice 100% of the time. Parents are informed of their program options and right to transfer their child to a different school, and offered information about schools which offer the alternate models. Over the past five years or more, there have been no transfer requests made by PS 199 parents.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Students are in mainstream heterogeneously grouped classes on the grade, and some special education students in self contained classrooms. ESL instruction is delivered through a push-in and pull out model. Groups are organized by grade and proficiency level, with one mixed grade group of beginners. There are between 2 to 6 students in each group. ESL groups are scheduled according to the state mandated number of minutes for each proficiency level. Kindergarten advanced students are grouped together, along with one first grade ELL who needs additional support in reading and writing. Second grade advanced students meet in a homogeneous grouping. Beginning level students from mixed grades 2, 4 and 5 meet in one pull out group. Support is provided to two kindergarten students in the same class through push-in support in collaboration with the classroom teacher. Any additional time is used to provide push in on a rotating basis to provide content area support for students in their classrooms and in science.

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)?

PS 199 follows state mandates for servicing ELLs with the designated number of minutes for ESL and ELA instruction. The certified ESL teacher provides 360 minutes of ESL instruction for beginning and intermediate students per week, through small group pull out and/or push-in, and in the extended day program, with a focus on English language development. Advanced students receive 180 minutes per week of ESL instruction, as well as 180 minutes per week of ELA instruction. Push-in involves support during writing workshop, reading workshop, science, math, social studies and art. For pull out, the ESL teacher coordinates with the mainstream classroom and specialty subject area teachers to ensure content alignment.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher collaborates with the classroom and content area teachers about curriculum and student progress. The ESL teacher provides support for the academic vocabulary and language structures specific to the content area, and strategies for the proficiency level/language acquisition stage of the students. For beginner and newcomers, for example, the ESL teacher uses extensive visuals, gestures, carefully structured questions, TPR, charts, graphs, chants, and songs. All students participate in hands on experiences and projects, where oral and written language is used in small group and partner collaborations and discussions. Methods are drawn from approaches such as QTEL and SIOPP, along with visuals, graphic organizers and technology. These approaches emphasize language development across content areas, and support the Common Core emphasis on reading and writing for information and standards for oral language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students are given the Spanish LAB if they have a Spanish HLIS and are eligible for ESL services. The Spanish LAB helps determine language dominance and inform instruction. Translated math and science exams are provided for ELLs for the state math and science exams as needed, or a translator is provided for lower incidence languages. Students are also asked to provide writing samples in their native language that can be evaluated by instructional staff fluent in that language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Teacher's College Reading and Writing Project Running Records is used to assess reading, including comprehension, miscues, and fluency, also concepts of print, letter/sound identification and high frequency word recognition. A narrative writing continuum is used to assess the development of writing skills. The ESL teacher uses assessment throughout the year that include rubrics for assessing and measuring progress in oral language development, writing and reading comprehension. Classroom teachers also use discussion, read alouds and partner work. Later in the year students are assessed on activities in listening, speaking, reading and writing activities closely aligned with the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. PS 199 currently has no SIFE students. Our SIFE plan highlights additional instructional time, offering students opportunities to participate in small group instruction in extended day, Saturday Academies, and/or summer programs. The plan combines literacy development in the students' native language, English language development, and content instruction. Personalized Learning Plans for students would include English and native language diagnostic tests, academic data analysis, social-emotional learning, short and long term goals, research based instructional strategies and supports, and school-family connection.

b. PS 199 currently has newcomer students in grades K, 2, 4 and 5. Newcomer K students are serviced in their classroom through push-in, in collaboration with their classroom teacher. Newcomers are grouped for extended day ESL with the certified ESL teacher twice a week. Push-in includes support during content area instruction in science, math, and social studies. The ESL teacher articulates with the classroom teachers and content area teachers of the newcomer students on a regular basis. Instructional materials are selected that provide extensive use of visuals and graphic support for text, and with a focus on language development. Instructional strategies for newcomers include instruction based on authentic hands on activities, the use of maps, the use of visuals on content area word walls, TPR, modeling, gestures, frequent checks for listening comprehension through carefully structured questions allowing students to respond through pointing, one or two words, or responses to either/or questions, sentence frames, and connections to the student's background knowledge. Computer programs that allow students to interact with stories read aloud on the internet include Tumblebooks, Storylineonline.net, and Onemorestory. Other computer programs effective for newcomer ELLs that we use include BrainPop and BrainPop ESL, abcya.com and Starfall, among others.

c. The 2 ESL students receiving services are students with disabilities in self-contained special education classes. Supports for these students include emphasis on meaningful, authentic, hands on activities across content areas to build language and literacy, visual supports, modeling, connections to students' background knowledge, TPR, and computer programs that allow students to interact with stories read aloud on the internet.

d. Currently there are no long term ELLs at PS 199. Plans for long term ELLs focus on new instructional approaches, literacy in English simultaneous with content learning, to teach language through content. Strategies include partner work based on a task or interest, think-pair-share, brainstorming, checking work with a partner, peer editing, modeling, videos, guest speakers, presentations and demonstrations, interest centers and cooperative learning assignments.

e. Former ELLs are entitled to testing accommodations for two years following scoring proficiency on the NYSESLAT. These accommodations include extended time and separate location. In addition, former ELLs participate in extended day programs to help continued development of reading, writing and math skills. Former ELLs are closely monitored by their classroom teachers. The ESL teacher provides additional strategies to classroom teachers to support these students in the areas which have been identified as needing additional language development .

7. 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?

ELLs with IEPs are in mainstream inclusion classes, or in self-contained special education classes. In the special education self-contained classes there are bilingual teacher assistants who provide a small teacher:student ratio. Instructional materials and strategies include just right books, fiction and non-fiction content area books, materials involving graphs, charts, visuals, captions, and diagrams; TPR, read alouds, and involving students in authentic activities for purposeful use of language in all four modalities and for integration of language into content curriculum.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL schedule is carefully designed and coordinated in collaboration with the principal, classroom teachers, ESL teacher, IEP teacher and other service providers. The students are serviced in the classroom as much as possible through push-in. Students are fully integrated into the classrooms and the school. Collaboration takes place between the teachers and service providers who work with individual children.

### 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

### 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

|                       |  |  |  | Instruction |
|-----------------------|--|--|--|-------------|
| Native Language Arts: |  |  |  |             |
| Social Studies:       |  |  |  |             |
| Math:                 |  |  |  |             |
| Science:              |  |  |  |             |
|                       |  |  |  |             |
|                       |  |  |  |             |
|                       |  |  |  |             |
|                       |  |  |  |             |

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

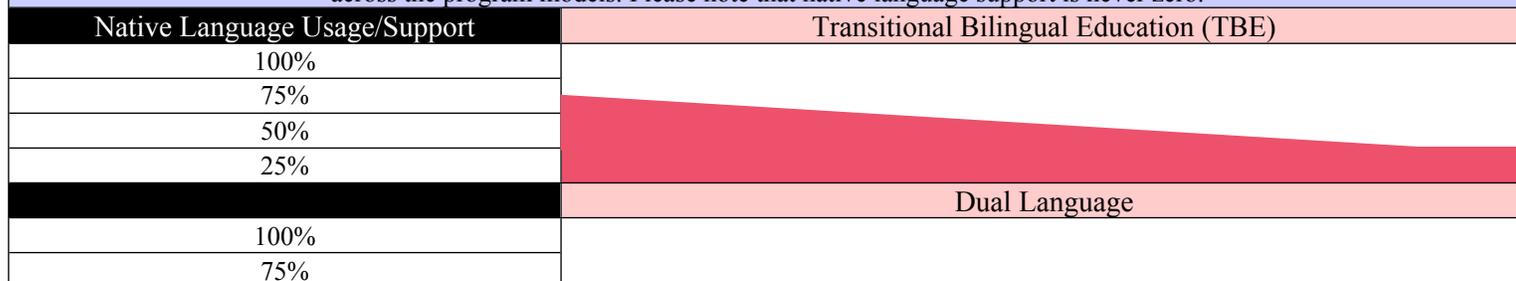
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
|  | Freestanding ESL |                     |                 |
| 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

9. 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.

All intervention services are provided in English. Intervention services include Wilson, Reading Rescue, and small group pull out and push-in for math. Supports for students include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. Saturday Academy for upper grade ELLs helps them participate in cultural literacy programs to learn about the city, and build social and academic language. For science and social studies, the ESL teacher provides strategies and materials for classroom and specialist teachers, including vocabulary charts with visuals, graphic organizers, concept maps, content picture dictionaries, and content books and charts designed specifically for ELLs, along with information on the vocabulary and language structures specific to these content areas.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The progress of our students on the NYSESLAT, state assessments, school reading, spelling and writing assessments, and classroom assessments indicate that the ESL program is support and meeting the needs of our ELLs in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

We are not adding new programs or improvements for the upcoming year. We are satisfied with the ESL program as it stands.

12. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Groupings are heterogeneous. ELLs participate in extended day, chess club, and fully participate in all school activities including arts residency programs such as Landmark West, NY Philharmonic in the schools, National Dance Institute, and Architecture in the schools. Scheduling is designed and flexible to support ELLs' participation in all school activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials include big books, sets of readers in fiction and non-fiction at a range of reading levels, authentic literature, vocabulary games, Scholastic "Let's Find Out", "Best Practices in Reading" and "Options" at various levels, materials from Benchmark's Early Explorers series for ELLs, and supplemental material from Rigby. Technology includes support for literacy, fiction, non-fiction and content, such as Tumblebooks, Storylineonline.net, Starfall, Onemorestory; Benchmark's talking e-books, Brainpop and Brainpop ESL.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For our beginning ELLs especially, we have staff members who speak the language of our newcomer students who can provide support selectively as needed. Ms. Bindman helps Spanish speaking ELLs make connections through the use of cognates. As needed, she sends home translated information, such as family resources on how to support children at home, and translated report card comments. Pedagogical staff members who speak Hebrew, Japanese, Korean, Russian, Italian or French, may be called up to translate selectively for newcomer students, or to review and evaluate writing samples in students' home language. Websites that read stories aloud to children in English and in a range of language are made available to students in school and to families.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ESL students are mostly grouped by grade and proficiency level. Ms. Bindman maintains regular contact with classroom teachers to ensure maximum integration of language development within content area curriculum on the grade. Content material, including fiction and non-fiction content, is available in a range of levels. Supplemental materials such as picture dictionaries are available for a range of ages, including language for daily use, and content picture dictionaries for upper grade students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New families are welcomed to the school community by the PTA. A buddy system is established to support new members of the PS 199 community. Families are given contact information to arrange after school play dates.

18. What language electives are offered to ELLs?

There are no language electives currently offered at PS 199.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher will attend at least 3 workshops during the year, focused on Common Core, vocabulary development, and reading with ELLs. Also the ESL teacher attends meetings headed by the network senior ELL CPS, which include half or full day monthly meetings.

2. The office of ELLs offers professional development on developing social and academic language relating to the common core by leading practitioners in the field. The network senior ELL CPS offers monthly meetings for ESL teachers.

3. Staff has information about different middle school programs that might be especially appropriate for ELLs. We have a middle school liaison who attends to the questions and needs of families of 5th grade students, and discusses options and choices with ELLs and their families. The middle school liaison gives staff information to share with families, and teachers give information to the middle school liaison about specific students and their needs.

4. The 7.5 hours of ELL training is scheduled as follows:

|                             |           |
|-----------------------------|-----------|
| Election Day, November 5    | 2 hours   |
| Brooklyn/Queens Day, June 5 | 2 hours   |
| Thursdays, extended day     | 3.5 hours |

Additional 2.5 hours for special education teachers is scheduled in 45 minute sessions on the following dates:

|             |            |
|-------------|------------|
| December 19 | 45 minutes |
| January 16  | 45 minutes |
| March 11    | 1 hour     |
| March 20    | 45 minutes |
| May 15      | 45 minutes |

Topics to be covered include: academic vocabulary development for ELLs, stages and process of second language acquisition, developing oral language during center time, language development through content area instruction, NYSESLAT requirements and preparation, how cultural differences affect teaching and learning, scaffolding techniques, and learning styles of ELLs. Records including attendance sign-in sheets, hand outs and agendas are kept by administration and copies by the ESL teacher.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parents of newly identified ELLs are invited by the ESL teacher to attend an initial orientation meeting, which was attended by 100% of parents this year. They are invited to another meeting in April to discuss the NYSESLAT, its format, purpose, and requirements. Teachers invite parents from other cultures into the classroom to share information about their culture and traditions. Parents participate in the classroom in a range of activities including reading aloud to children, leading small groups of children in special projects such as cooking, and publishing parties. We have a diversity committee which involves participation of many newly arrived families from other countries. This year the current chair is the mother of a new student from Japan. We have special cultural events school wide and in the classroom, for example, we had an Indian theme fashion show with parents and children participating, and multi-cultural activities and presentations in the classroom about diverse cultures of the families.
  2. No, we do not collaborate with agencies or CBOs to provide parent workshops. The PS 199 PTA is very active, and organizes and provides workshops for parents based on the needs of the school community. Last year, for example, there were 3 workshops on bullying. There are evening "Parents as Partners" events where parents meet with each other and with teachers regarding curriculum, often attended by around 45-50 parents.
  3. During the registration process, parents who indicate their need for translation and interpretation services are identified. Based on their proficiency level we plan for someone to interpret and translate documents. Signs are posted in multiple languages informing parents of support for language as needed. The parent coordinator has direct contact with newly entering families prior to and during registration. She keeps home language information, and maintains records based on the parent communication. She helps organize the class lists, incorporating parent concerns and priorities, home language information, for example, to help establish classroom buddies for newcomer ELLs. The parent coordinator responds ongoing to parent needs directly as well as referring parents to needed resources. She implements a parent survey in the spring.
  4. Parents are given information about curriculum, suggestions on how to support children at home with literacy, language development, and content, and information about opportunities to become active in the classroom as volunteers and for special classroom projects.

## E. 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 response to question here:

## Part VI: LAP Assurances

School Name: **PS 199**

School DBN: **03M103**

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

| Name (PRINT)      | Title                             | Signature | Date (mm/dd/yy) |
|-------------------|-----------------------------------|-----------|-----------------|
| Katy Rosen        | Principal                         |           | 12/6/13         |
| Louise Xerri      | Assistant Principal               |           | 12/6/13         |
| Allison Sancoucie | Parent Coordinator                |           | 12/6/13         |
| Rosalyn Bindman   | ESL Teacher                       |           | 12/6/13         |
| Angie Vargas      | Parent                            |           | 12/6/13         |
| Stacy Silver      | Teacher/Subject Area              |           | 12/6/13         |
| Ingrid Camillo    | Teacher/Subject Area              |           | 12/6/13         |
|                   | Coach                             |           | 1/1/01          |
|                   | Coach                             |           | 1/1/01          |
| Jeanine Jeudy     | Guidance Counselor                |           | 12/6/13         |
| Yuet Chu          | Network Leader                    |           | 1/1/01          |
| Lisa Elion        | Other <u>Related Service Prov</u> |           | 12/6/13         |
|                   | Other                             |           | 1/1/01          |
|                   | Other                             |           | 1/1/01          |
|                   | Other                             |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 3M199 School Name: PS199

Cluster: 1 Network: 103

**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.

At registration, parents indicate their preferred language of communication on the Parents Preferred Language form in the packet. This informs the school which households require translated materials and information. Classroom teachers meet parents in September and advise the administration of any parents who are in need of translation. Posters from the DOE Office of English Language Learners are posted at the entrance of the building advising families that they should ask for assistance in obtaining translation and interpretation services.

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.

English represents 698 or 83% of the school's home languages. Of the remaining 17%, 2 are Albanian, 1 Arabic, 1 Catalan, 9 Chinese, 1 Czech, 2 Dutch, 9 French, 9 German, 17 Hebrew, 2 Hindi, 4 Italian, 6 Japanese, 10 Korean, 5 Mandarin, 1 Mandingo, 1 Polish, 19 Russian, 2 Serbo Croatian, 39 Spanish, and 1 Swedish. Teachers of the students of these families receive a copy of the information and are advised of the resources available for communicating in English. At the first PTA meeting, this information is shared with the school community.

## 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.

TheThe school uses DOE translations in Spanish, Korean, Hebrew, Chinese, Japanese and Urdu of printed materials for our parents as needed.

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.

Bilingual staff members provide oral translation services in Spanish and Korean. DOE printed materials are used when available. We also have the capacity to translate Italian, French, Japanese and Hebrew. If another language is preferred, the school will use professional translation service using Title III funds.

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

The language of preference is recorded on Emergency Contact cards and in ATS. Appropriate posters are hung at the beginning of the school year and refreshed during Parent Teacher Conferences. Availability of translations and interpretation services is advertised using multilingual flyers.