

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 99
DBN (i.e. 01M001): 21K099
Principal: GREGORY PIRRAGLIA
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Superintendent: ISABEL DIMOLA
Network Leader: NEAL OPROMALLA

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
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Leader or Designee	
Jennifer Impoco	*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	
Sara Schenker	Member/ teacher	
Santina Scarlino	Member/ Teacher	
Julie Keller	Member/ Teacher	
Urmi Poddar	Member/ Parent	
Gaetano Impoco	Member/ Parent/Chairperson	
Irene Yuen	Member/ Parent	
Alison McGeary	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

By June 2015, the percentage of all tested students (excluding ELLs) will demonstrate a 7- 10% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2015 NYS ELA assessment.

Comprehensive Needs Assessment

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

After analyzing information on the Quality Snapshot, Quality Review, School Quality Guide, DOE reports, quantitative and qualitative data, evaluating student work, and student performance on the Spring 2014 NYS ELA exam, we have determined that there is evidence of a gap between student performance and the academic rigor expected by the Common Core State Standards, a more demanding set of knowledge and skills necessary for 21st century college and careers.

An analysis of the Spring 2014 NYS ELA exam demonstrates that 26% of our students (*excluding ELLs, SWDs*) scored at or above a Level 3. The percentage of students deemed proficient is significantly lower than in 2013. This change in scores is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect student progress toward college and career readiness. Hence, this year's (NYS 2014) ELA proficiency percentages cannot be compared directly with prior-year results. These results present a new and transparent baseline from which we will be able to measure student progress.

We are a school **in good standing**.

According to the School Quality Guide, we are **Approaching the Target** in the area of **Student Achievement** in ELA and Math.

We have determined that the need is to increase achievement in literacy and therefore the focus will be on improving student progress and performance in literacy for all students during the 2014-2015 school year.

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. Attention will focus on accelerating student achievement in literacy for all students in grades Pre-K to grade 8 through curriculum aligned to the New Common Core Learning Standards. Upgrade the existing Literacy Program that will be incorporated into the daily ELA instructional program for all students (Grade PreK-8) as follows: Imagine It for Grades PreK-6, Core Knowledge for grades pre K-2, Glencoe Literature and Expeditionary Learning for Grades 6, 7 & 8. Students will be expected to read and analyze texts across content areas. Students will read and respond to a combination of literary and informational texts and write opinions and arguments in response. Instruction will be differentiated to match the need of varied learners.
2. An assessment strategy aligned with Common Core standards will include ongoing assessments. Baseline assessments, performance assessments, tasks from the Common Core Library, and classroom benchmark assessments will be administered to measure student mastery of key standards over time, gauge student knowledge and misunderstandings, measure the student's ability to independently apply what they've learned, and determine whether a student is on track for mastering the most important work of the grade. The Instructional team/ teacher teams will gather and analyze data by identified groups and sub groups in order to identify trends and focus on specific areas for improvement. Student work will be analyzed to inform the next round of unit planning.
3. ESL services (SETSS, Funded reading, ICT and self-contained Special Education classes) are being provided during the day for all identified. An after-school literacy and math program is in place for grades 3-8 identified targeted "at risk" students. In addition a Saturday Academy is in place for grades 6, 7, 8 ELLs. All teachers participate in weekly professional development on: supporting the CCLS in literacy for all content areas, supporting the CCLS in math, UDL strategies, ELL strategies, DOK, trends analysis, best practices, citywide instructional expectations, and technology. Instructional strategies are turn keyed to vertical and horizontal teams. The part-time coaches attend the Instructional Leads meetings and other Network meetings. The literacy coach and model classrooms exemplify and compile best practices.
4. The teachers participate in professional development supporting the implementation of the CCLS in reading. PD is ongoing during weekly grade conferences,

workshops, faculty conferences, on the following topics: Trends analysis based on teacher observations (On-going), UDL, strategies for supporting various sub-groups, use of student data to plan and set goals, DOK, CCLS, Instructional shifts, text complexity, citywide instructional expectations, observational data and trends identified by the administration, instructional rounds into colleagues' rooms to highlight best practices specific to ELA that are grounded with the researched rubric included in the new teacher evaluation system. The part-time coaches attend the Instructional Leads meetings and other Network meetings. The literacy coach and model classrooms exemplify and compile best practices.

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

1. All self contained classroom teachers, funded reading teacher, Literacy Coach
2. Administration, Instructional Team, Instructional staff, PPT Team, Inquiry Team.
3. ESL Teachers, SETSS Teacher, ICT Teacher, funded reading teacher.
4. Administration, Instructional staff

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

1.2.3. An assessment strategy aligned to instructional sequence of clearly defined grade level/content expectations will include ongoing summative and formative assessments, baseline assessments, performance tasks from the Common Core Library, and teacher benchmarks. The instructional team meets weekly. Inquiry team will look at student work. The data is used to inform student grouping, make changes to various programs, and inform instructional next steps.

1.2.3.4. Progress Reports, Report Cards, Portfolios, NYS ELA exam. Attendance is tracked.

4. In regards to the teacher effectiveness observational data, there is an analysis for each cycle. The data is disaggregated to identify patterns and trends, The information will inform our professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and impact of the professional development offered.

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

1. Literacy Program -September through June
2. Assessments ongoing –September through June
3. AIS and supplemental services ongoing- September through June
Afterschool – determined throughout the year
4. Professional development ongoing- September through June

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

1, 2, 3, 4. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically for common planning, grade meetings, faculty meetings, weekly PD opportunities, and lunch and learns.

1.2.3, 4. Ongoing scheduled PD from outside experts as well scheduled workshops, conferences, meetings.

1.2.3,4. Instructional team meets weekly to evaluate the implementation of strategies and activities.

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).

Conduct regularly scheduled workshops, Curriculum nights, Family Nights, and parent-teacher conferences.

Parent coordinator actively involves parents in planning, reviewing, and improving student performance.

Provide written and verbal information (in native language to best extent possible) to parents regarding instructional shifts, trends in student performance, ways to support their child's progress.

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	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Schoolwide Programs school, we are able to comingle our funds including Title 1 and C4E, to support our instructional program for the benefit of all students Pre K-8, including ELLs, Students with Disabilities, and all sub-groups

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.

By June 2015, the percentage of all tested students who have been identified as English Language Learners (inclusive of the lowest performing third) will demonstrate a 7-10% increase in proficiency in ELA as measured by the 2015 NYS ELA assessment.

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.

According to the Spring 2014 NYS ELA exam, although only 26% of all students scored **at or above a level 3**, the performance of Students with Disabilities and ELLs in all grades is of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels. In grade 4, only 8% of ELLs scored at or above a level 3, as compared to 41% of general education students. In grade 5, only 15% of ELLs scored at or above a level 3, as compared to 45% of general education students. In grade 6, 0% of ELLs scored a Level at or above a level 3, as compared to 15% of general education students. In grade 7, 0% of ELLs scored a Level at or above a level 3, as compared to 20% of general education students. In grade 8, 0% of ELLs scored at or above a level 3, as compared to 20% of general education students.

According to the School Quality Snapshot and the School Quality Guide, we are **Approaching the Target** in the area of **Student Achievement** in ELA and, we have **Exceeded the Target** in the area of **Student Progress** in ELA.

A comparison of each student's test score in 2014 to the test scores of other students with the same test score in 2013 showed that the median adjusted growth percentile in ELA for this school was 67.0, as compared with 51.3% to peers, and 62.5% to the city. The median adjusted growth percentile in ELA for the school's lowest third was 77.0 as compared with 49.1% to peers, and 56.8% to the city.

Significantly, the performance level for middle school students is of concern because they too represent a disproportionately high percentage of students performing at the lowest levels. The large number of ELLs in our school, some of whom are new to this country not having had any previous school experience, may contribute to the negative results in student performance.

The loss of our own neighborhood 6th graders to other schools contributes to the low performance of the middle school students. Each year we are faced with a large new middle school population. Our 5th graders leave PS 99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of intense Academic Intervention Services.

We have determined that the focus will be on improving student progress in ELA for all tested students who have been identified as SWDs and/or ELLs (inclusive of the bottom third) for the 2014-2015 school year.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. The instructional programs for special education and ELL students will continue to be aligned with the instructional programs for general education. The heterogeneity of students with disabilities and ELLs is recognized, and supports and accommodations for all students will ensure that they receive access to multiple means of learning and opportunities to demonstrate knowledge, and will be held to equally high standards and prepared for college and careers. Attention will focus on accelerating student achievement in literacy for SWD and/or ELLs students (inclusive of the lowest performing third) through curriculum aligned to the New Common Core Learning Standards. Upgrade the existing Literacy Program that will be incorporated into the daily ELA instructional program for all students (Grade PreK-8) as follows: Imagine It ELL support for Grades PreK-6, Core Knowledge for grades pre K-2, English Yes for ELLs Grades 6, 7 & 8, Expressions for Special Education Grades 6-8, and NYSESLAT Practice for ELLs grades K-8. Students will be expected read and analyze texts across content areas. Students will read and respond to a combination of literary and informational texts and write opinions and arguments in response

2. An assessment strategy aligned with Common Core standards will include ongoing assessments. Baseline assessments, performance assessments, tasks from the Common Core Library, and classroom benchmark assessments will be administered to measure student mastery of key standards over time, gauge student

knowledge and misunderstandings, measure the student's ability to independently apply what they've learned, and determine whether a student is on track for mastering the most important work of the grade. The Instructional team/ teacher teams will gather and analyze data by identified groups and sub groups in order to identify trends and focus on specific areas for improvement. Student work will be analyzed to inform the next round of unit planning.

3. One part-time and two full-time ESL teachers will provide pull-out ESL services to small groups as follows: Beginning and Intermediate ELL students receive 360 minutes per week, and Advanced ELL students receive 180 minutes per week. SETSS, Funded reading, ICT are being provided during the day for all identified students (including ELLs and Special education, and all sub-groups). Attendance will be tracked daily. Additional support services include at-risk SETSS. The intensity of the services provided will vary based on the individual needs of each student and data analysis. An after-school literacy and math program is in place for grades 3-8 identified targeted "at risk" students. In addition a Saturday Academy is in place for grades 6, 7, 8 ELLS.
4. The teachers participate in professional development supporting the implementation of the CCLS in reading. Weekly PD is ongoing on the following topics: Trends analysis based on teacher observations (On-going), strategies for supporting various sub-groups, use of student data to plan and set goals, DOK, CCLS, Instructional shifts, ESL strategies, text complexity, citywide instructional expectations, observational data and trends identified by the administration, instructional rounds into colleagues' rooms to highlight best practices specific to ELA that are grounded with the researched rubric included in the Danielson Framework. The part-time coaches attend the Instructional Leads meetings and other Network meetings and then turn-key the information to the staff. The literacy coach and model classrooms exemplify and compile best practices.

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

1, 2, 3. self contained classroom teachers, funded reading teacher, ESL Teachers, ESL Teachers, SETSS Teacher, ICT Teacher, Literacy Coach

2, 3. Instructional Team, Instructional staff, PPT Team

4. Administration, Instructional staff, Literacy coach

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

1, 2, 3. An assessment strategy aligned to instructional sequence of clearly defined grade level/content expectations, performance tasks from the Common Core Library, and teacher benchmarks. Teachers, Instructional Team analyze data to identify trends and focus on specific areas for improvement. The data is used to inform student grouping, make changes to various programs, and inform instructional next steps.

1, 2, 3, 4. Progress Reports, Report Cards, Portfolios, NYS ELA exam. Attendance is tracked.

4. In regards to teacher observational data, the data is disaggregated to identify patterns and trends. The information will inform our professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and impact of the professional development offered.

4. Timeline for implementation and completion including start and end dates

1. Literacy Program- September through June
2. Assessments ongoing –September through June
3. AIS and supplemental services ongoing- September through June
Afterschool – determined throughout the year
4. Professional development ongoing- September through June

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

1, 2, 3, 4. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically for weekly grade meetings, faculty meetings, PD opportunities, and lunch and learns.

1.2.3.4. Ongoing scheduled PD from outside experts as well scheduled workshops, conferences, meetings

1.2.3.4. Instructional team meets weekly to evaluate the implementation of strategies and activities.

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).

Direct parent coordinator to actively involve parents in planning, reviewing, and improving student performance.

Conduct regular workshops, PTA meetings, and curriculum nights, family nights, and parent-teacher conferences.

Provide written and verbal information (in native language to best extent possible) to parents about each instructional shift in ELA, how they can support their child at home, trends in their student’s performance, about how the Common Core standards will support progress, about the way State tests will evolve to assess student learning. Distribute school newsletter designed to keep parents informed.

Provide regularly scheduled parent workshops hosted by ELL teachers, ELA teachers and administration to provide materials and training to help parents work with their children to improve their achievement level in literacy.

Meet and Greets will focus on various ELA topics around the CCLS.

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	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Schoolwide Programs school, we are able to comingle our funds including Title 1 and C4E, to support our instructional program for the benefit of all students Pre K-8, including ELLs, Students with Disabilities, and all sub-groups

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.

By June 2015, the percentage of students who have been identified as Students With Disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 7-10% increase in proficiency in Math as measured by the 2015 NYS Math assessment.

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.

According to the Spring 2014 NYS Math exam, 42.6% of all students scored **at or above a level 3**, compared to 51.6% of the peer range and 49.6% of the percent of City Range. The performance of Students with Disabilities and ELLs in all grades is of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels. According to the School Quality Snapshot and the School Quality Guide, we are **Approaching the Target** in the area of **Student Achievement** in Math.

We have **Exceeded the Target** in the area of **Student Progress** in Math. A comparison of each student's test score in 2014 to the test scores of other students with the same test score in 2013 showed that the median adjusted growth percentile in Math for this school was 67.0, as compared with 51.3% to peers, and 62.5% to the city. The median adjusted growth percentile in Math for the school's lowest third was 80.0 as compared with 51.3% to peers, and 62.5% to the city.

Significantly, the performance level for middle school students is of concern because they too represent a disproportionately high percentage of students performing at the lowest levels. The large number of ELLs in our school, some of whom are new to this country not having had any previous school experience, may contribute to the negative results in student performance.

The loss of our own neighborhood 6th graders to other schools contributes to the low performance of the middle school students. Each year we are faced with a large new middle school population. Our 5th graders leave PS 99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of intense Academic Intervention Services.

We have determined that the focus will be on improving student achievement and in Math for all students K-8 including those who have been identified as SWDs and/or ELLs (inclusive of the bottom third) for the 2014-2015 school year.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. The instructional program for special education and ELL students align with the Go Math program school-wide. The heterogeneity of students with disabilities and ELLs is recognized, and supports and accommodations for all students will ensure that they receive access to multiple means of learning and opportunities to demonstrate knowledge, and will be held to equally high standards and prepared for college and careers. Attention will focus on accelerating student achievement in math for SWD and/or ELL students (inclusive of the lowest performing third) through curriculum aligned to the New Common Core Learning Standards, and designed to target individual needs instantaneously. The Go Math program includes tiered support ensuring that students are exposed to the content in multiple ways, if needed. The program calls for reteach sessions in small groups, with RTI tiers 1, 2, and 3, depending on student need. This allows for direct support before the gap gets bigger throughout the unit. All students are expected to make sense of problems and solve them. Problems are scored based on rubrics. The program also infuses technology, a push with vocabulary, a strong hands-on approach with manipulatives, and multiple higher order thinking problems. There is also, a show what you know, a mid-chapter assessment, and a final assessment. In computer class, grades 2-8 utilize Skills Tutor online, an individualized program which includes assessments. The data is then compiled to inform future small groups.
2. An assessment strategy aligned with Common Core standards will include ongoing assessments. Baseline assessments, performance assessments, tasks from the Common Core Library, and Go Math assessments, will be administered to measure student mastery of key standards over time, gauge student knowledge and misunderstandings, measure the student's ability to independently apply what they've learned, and determine whether a student is on track for mastering the

most important work of the grade. The Instructional team/ teacher teams will gather and analyze data by identified groups and sub groups in order to identify trends and focus on specific areas for improvement. Student work will be analyzed to inform the next round of unit planning.

3. One part-time and two full-time ESL teachers will provide pull-out ESL services to small groups as follows: Beginning and Intermediate ELL students receive 360 minutes per week, and Advanced ELL students receive 180 minutes per week. The ELL component of Go Math will be reinforced during those pull-out periods. AIS services (SETSS, Funded Math, ICT, and self-contained Special Education classes) are being provided during the day for all identified students (including ELLs and Special education, and all sub-groups) who require additional support in mathematics. Additional support services include at-risk SETSS. The intensity of the services provided will vary based on the individual needs of each student and data analysis. An after-school math program is in place for grades 3-8 identified targeted “at risk” students. In addition a Saturday Academy is in place for grades 6, 7, 8 ELLS.
4. The teachers participate in ongoing training on the implementation of the new Go Math program as it aligns to the new Common Core Curriculum. PD is ongoing during weekly grade conferences, workshops, faculty conferences, on the following topics: Trends analysis based on teacher observations On-going), strategies for supporting various sub-groups, use of student data to plan and set goals, DOK, CCLS, citywide Math instructional shifts and expectations, best practice of following the problem solving plan which is an extension of from the prior year’s inquiry work, ESL strategies, observational data and trends identified by the administration, instructional rounds into colleagues’ rooms to highlight best practices specific to Math that are grounded with the researched rubric included in the new teacher evaluation system. Intervisitation and Instructional rounds will also continue to be conducted in order to highlight best practices. The part-time coaches attend the Instructional Leads meetings and other Network meetings and turn-key the information to the staff.

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

1, 2, 3. self contained classroom teachers, funded math teacher, AIS teachers, ESL Teachers, , SETSS Teacher, ICT Teacher, Math Coach

2, 3. Instructional Team, Instructional staff, Inquiry Team, PPT Team

5. Administration, Instructional staff, Math coach, Staff Developers(Internal and External)

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

1, 2, 3. An assessment strategy aligned to instructional sequence of clearly defined grade level/content expectations in Go Math. On a daily basis, teachers assess student proficiency in the lesson taught. Struggling students are given tiered instruction. Students who are proficient are engaged in higher order thinking tasks. Unit assessments, interim assessments, performance tasks from the Common Core Library, and teacher benchmarks, are analyzed and modifications to instruction and grouping occur. Teachers, Instructional Team analyze data to identify trends and focus on specific areas for improvement. The data is used to inform student grouping, make changes to various programs, and inform instructional next steps.

1, 2, 3, 4. Progress Reports, Report Cards, Portfolios, NYS Math exam.

4. In regards to teacher observational data, the data is disaggregated to identify patterns and trends, The information will inform our professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and impact of the professional development offered

4. Timeline for implementation and completion including start and end dates

1. Math/Literacy Program -September through June
2. Assessments ongoing –September through June
3. AIS ongoing- September through June
Afterschool – determined throughout the year

4. Weekly professional development ongoing- September through June

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

1, 2, 3,4. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically for common planning, weekly grade meetings, faculty meetings, PD opportunities, and lunch and learns.

1.2.3.4. Ongoing scheduled PD from outside experts as well scheduled workshops, conferences, meetings

1.2.3.4. Instructional team meets weekly to evaluate the implementation of strategies and activities.

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).

Provide regularly scheduled parent workshops (curriculum nights) hosted by math teachers and administration to provide materials and training to help parents work with their children to improve achievement levels in math.

Family Nights and parent-teacher conferences.

Meet and Greets will focus on various Math topics around the CCLS.

Parent coordinator actively involves parents in planning, reviewing, and improving student performance

Provide written and verbal information (in native language to best extent possible) to parents regarding instructional shifts, trends in student performance, ways to support their child's progress.

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	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	n/a	Grants
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	----------	------------------	------------	---------------

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

As a Schoolwide Programs school, we are able to comingle our funds including Title 1 and C4E, to support our instructional program for the benefit of all students Pre K-8, including ELLs, Students with Disabilities, and all sub-groups

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.
n/a

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.
n/a

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.
--

5. Strategies/activities that encompass the needs of identified subgroups

1. n/a

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

6. n/a

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

1. n/a

8. Timeline for implementation and completion including start and end dates

1. n/a

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

1. n/a

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).
n/a

Budget and Resource Alignment

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

<table style="width: 100%; border-collapse: collapse;"><tr><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Tax Levy</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title IA</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title IIA</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title III</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 10%; text-align: center;">Set Aside</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 10%; text-align: center;">Grants</td></tr></table>	n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants	

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

n/a

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.
n/a

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.
n/a

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.
--

6. Strategies/activities that encompass the needs of identified subgroups

1. n/a

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

6. n/a

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

1. n/a

9. Timeline for implementation and completion including start and end dates

1. n/a

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

1. n/a

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).
n/a

Budget and Resource Alignment

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

<table style="width: 100%; border-collapse: collapse;"><tr><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Tax Levy</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title IA</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title IIA</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 15%; text-align: center;">Title III</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 10%; text-align: center;">Set Aside</td><td style="width: 10%; text-align: center;">n/a</td><td style="width: 10%; text-align: center;">Grants</td></tr></table>	n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants	

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

n/a

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Grades 5-8 <u>Clinics</u> • ELA Intervention-SETSS • Funded Reading Program (grades 3-8) • ELLs grades K-8 	<ul style="list-style-type: none"> • Small group, tutoring • Small group instruction, one-to-one, peer tutoring, Push-in/pull-out, • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • One period a day/according to IEP • One period a day • After school program • Saturday Academy
Mathematics	Skills Tutor- Grades 2-8 Funded math grades 3-8 SETSS ELLs grades 6-8	Small group, tutoring Small group instruction/tutoring Small group instruction Small group instruction	During school day One period a day/according to IEP After school program Saturday Academy
Science	Regents- content area teachers provide ongoing support to any student who may be struggling in their content area.	Small group instruction	During school day
Social Studies	Content area teachers provide ongoing support to any student who may be struggling in their content area.	Small group instruction/tutoring	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided during the day to identified students based on their IEP instructions as well as on an “as needed” basis. Services are provided for at-risk and crisis situations as they arise. Issues such as anger management, social skills, impulse control and	Small group/ or one-to-one	During school day

bereavement might be some topics addressed.

Health related services are provided as prescribed by individual IEP.

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

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.
The teachers participate in professional development supporting the implementation of the CCLS in reading and math. PD is ongoing during weekly grade conferences, workshops, faculty conferences, on the following topics: Trends analysis based on teacher observations On-going), strategies for supporting various sub-groups, use of student data to plan and set goals, DOK, CCLS, Instructional shifts, ESL strategies, text complexity, citywide instructional expectations in literacy and math, observational data and trends identified by the administration, instructional rounds into colleagues' rooms to highlight best practices specific to ELA and Math that are grounded with the researched rubric included in the new teacher evaluation system.
The staff has the opportunity to further their education through approved college courses for additional college credit

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).
<ul style="list-style-type: none"> • To ensure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings. • Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content. • The staff will collaboratively build a school-wide understanding of the components of the researched rubric for teaching, included in the new system of teacher evaluation and development, through PD opportunities provided at grade meetings, faculty conferences, workshops, and lunch and learns. • School leaders will support teacher development, paying particular attention to the school's instructional focus.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, and Title 111 Immigrant Funds for Newcomers, IDEA, C4E and Project Arts. As a Schoolwide Program school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.
PS 99 is an Urban Advantage School
PS 99 will: <ul style="list-style-type: none"> • Not deny students admission due to lack of documentation.

- Ensure that all students meet immunization requirements and document the results in ATS.
- Display informational materials at the school to encourage the students and families to report homeless status. Act as a liaison along with Family assistant, attendance teacher and the parent coordinator to provide educational services comparable to those provided to other students in the school.
- Ensure timely registration and attendance. Provide transportation services comparable to those provided to other students in the school.
- Meet with the families of the students to inform them of their rights and familiarize them with all services provided, such as after school tutorial and after school and summer enrichment programs.
- Provide workshops for parent and other family members.

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.).

Currently there is one full day and two half-day pre-k classes. The pre-k program facilitates the students' transition to elementary school through highly structured developmentally appropriate informal "play" activities. The curriculum includes Go Math, and the components of balanced literacy aligned to the Common Core Standards. It utilizes an interdisciplinary approach to develop critical thinking and pre-literacy skills in all curriculum areas. It also fosters social and emotional development by nurturing socialization skills, independence, and responsibility and awareness of the school environment, so that the children are better prepared for a positive kindergarten experience. Two paraprofessionals assist the two teachers daily. A social worker will work with parents one day a week. Workshops are provided to inform parents about their child's education by a Parent Coordinator.

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.

The open-door policy and strong leadership of the principal and assistant principals, help to create an atmosphere that ensures that PS 99 is a school community of learners whereby all members, students, staff and parents, are actively engaged in the educational process. The principal uses school resources and budget to promote student learning. All members share accountability for creating a positive and educational environment for improving and achieving success for all students. The working relationship of all members of the school community fosters a consensus building learning community with a commitment to continuous review and improvement. The team is sufficiently diverse to represent the school's key stakeholders. This group has the credibility it needs to gain widespread support for any plans or decisions. Discussion is key to making decisions.

The Instructional team meets weekly to combine ideas on effective lesson design, assessment, questioning and discussion techniques to improve pedagogical delivery to improve student achievement for all students pre K-8 learning, according to the accepted rubric included in the new teacher evaluation system . The team's focus is on providing staff with professional development to strengthen their knowledge base in all content areas and to reflect and refine school –based practices.

The School Leadership Team (principal, coaches, UFT chapter leader, special Education liaison, teachers and parents) are the participants and decision makers in the operation of the school. They meet monthly to plan for comprehensive long term improvement, share information on conducting comprehensive needs assessment of the entire school based on the performance of the students in relation to the State academic standards and develop the comprehensive education plan.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

**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.

Parent Involvement Policy (PIP) Template

**PUBLIC SCHOOL 99
THE ISAAC ASIMOV SCHOOL
FOR SCIENCE & LITERATURE**

The Parental Involvement Plan will be in effect for the period of the 2014-2015 school year. At the PTA meeting in December 2014, the principal will provide an overview of The Parental Involvement Plan, and it will be back-packed by each child, and thus made available to the community on that date.

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. PS 99 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;

PS 99'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, PS 99 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 1st 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;

PS 99 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

PUBLIC SCHOOL 99
THE ISAAC ASIMOV SCHOOL
FOR SCIENCE & LITERATURE

PS 99, 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

PS 99 will 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;

PS 99 will 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 1st 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;

PS 99 will 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;

PS will 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.

DBN: 21K099

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$614,140.56	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$39,235.00	X	See action plan
Title III, Part A	Federal	\$25,700.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,024,020.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S./I.S. 99	DBN: 21K099
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

. P.S. 99 will provide a Saturday ESL Enrichment Program for ELL students to increase language proficiency, Common Core vocabulary and content acquisition for State tests, and academic achievement under Federal Law (Title III of "No Child Left Behind Act").

. These students in grades 7 and 8, in groups of ten to twelve, will be selected according to the greatest need of English language development, and the assessments used will be the NYSITELL, and the NYSESLAT.

. The students will meet three hours each session from 8:30 A.M. to 11:30 A.M. for a total of 81 hours on Saturday.

. Instruction will be provided in English.

. Three teachers will be providing services to ESL students comprising of two certified ESL teachers and a content area teacher.

. The types of materials used for this Saturday Program will be "Ladders to Success 2 On the New York Standards - Reading", "Crosswalk Coach for the Common Core Standards - Mathematics", and "Getting Ready for the NYSESLAT".

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: _____

. Title III professional Development will include strategies and methodologies. The New York State ESL Standards will be addressed at Faculty Conferences, Grade Conferences, Teacher Class Intervisitations, and at After-School Professional Development Sessions.

. All teachers will receive training in ESL strategies and methodologies, in ESL standards, and incorporating the Common Core Curriculum with language acquisition.

. On-going training will be provided for staff teachers during the faculty conferences, grade conferences, and at after-school professional development sessions.

. Topics to be discussed for ESL training will be:

"Working with ESL Students in the Mainstream Classroom", Catherine Brown's Intensive Institute For English Language Learners.

"What Can We Do To Support English Language Learners - (5 R's) - Respectful, Responsive, Resourceful, Responsible, Reasonable".

"Response to Intervention" (RTI).

"Delivery Promise of Education To English Language Learners".

"Text Complexity And English Language Learners - Building Vocabulary".

"Common Core Framework For ELL's".

"Challenges & Opportunities In The English Language Arts, Common Core Standards For ELL's".

"Teaching Vocabulary To English Language Learners".

"Hands-On Approach To English Language Learning".

"Using Graphic Organizers To Assist English Language Learners With Reading Comprehension".

"Strategies To Assist ELL Students Develop Critical Thinking Skills, Career Readiness And Rigor (Using Scaffolding Devices, Schema Building, Think Pair-Share, Bridging, And Text Representation) For The Common Core and ESL Standards.

"Test-Taking Strategies For The NYSESLAT Test And Other State Tests".

"The Importance Of Reading For Language Learners - Assisting Students With Summer Reading".

. Training and teaching strategies will be provided by certified ESL teachers and regional staff.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _____

- . Parents will be provided support at workshops that will be conducted by the teachers to assist parents and their child in the transition into the school, and academic achievement.
- . These workshops will be conducted during the day and at night PTA meetings, and for scheduled workshops during the ESL certified teacher's prep period for the Title III ELL parents. Students and parents will participate in collaborative activities, at no cost to the Title III program, to utilize the oral and written language, not only in school activities and workshops, but in the home as well. These workshops will include Title III parents, and also parents of other ELL's not in the Title III program.
- . Translated family letters will inform parents of activities and workshops going on in school, and will be given easy-to-understand ideas for supporting literacy in the home. Take-home, hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning, academic, and content-based education.
- . ESL teachers will provide workshops for parents.
- . Communications, such as informational letters, memos, and workshops to parents will be in their native languages translated by the Board of Education Translation and Interpretation Unit.

Part E: Budget

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

Allocation Amount: \$25,700

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$25,700

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 099
School Name Isaac Asimov School		

B. Language Allocation Policy Team Composition [i](#) 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 Gregory Pirraglia	Assistant Principal Leah Diamond/Randee Bleiberg
Coach Denise Ciappetta/Reading	Coach Sylvia Kirschner/Math
ESL Teacher Sheryl Schiffman	Guidance Counselor Dr. James Donnelly/Mr. Tim Mon
Teacher/Subject Area Sue Deasy	Parent type here
Teacher/Subject Area Tina Scarlino	Parent Coordinator Lanie Juceum
Related Service Provider Mr. Henry Linden/SETTS	Other Maryann Kentouris
Network Leader(Only if working with the LAP team) Neal Opramalla	Other Bobbi Maimone

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	857	Total number of ELLs	203	ELLs as share of total student population (%)	23.69%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	23	29	23	18	29	14	20	18	29					203
SELECT ONE														0
Total	23	29	23	18	29	14	20	18	29	0	0	0	0	203

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	174	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	6

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	174	1	1	23	0	2	6	0	1	203
Total	174	1	1	23	0	2	6	0	1	203

Number of ELLs who have an alternate placement paraprofessional: 4

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	3	4	5	3	2	3	6					35
Chinese	1				2	1		1	1					6
Russian	4	11	5	5	8	5	8	3	7					56
Bengali			2											2
Urdu	7	12	7	6	8	3	6	7	10					66
Arabic		1												1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian					1		1	2	1					5
Other	7	2	6	3	6	2	3	2	3					34
TOTAL	24	30	23	18	30	14	20	18	29	0	0	0	0	206

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)	10	9	3	4	12	5	13	10	11					77
Intermediate(I)	0	9	11	6	10	4	3	3	5					51
Advanced (A)	14	12	9	8	8	5	4	5	12					77
Total	24	30	23	18	30	14	20	18	28	0	0	0	0	205

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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	20	4	0	0	24
4	9	5	1	0	15
5	8	1	0	0	9
6	6	5	0	0	11
7	19	5	0	0	24
8	21	3	0	0	24
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	2	7	0	1	0	0	0	29
4	9	2	6	0	3	0	0	0	20
5	15	4	1	1	0	0	0	0	21
6	1	1	9	0	0	0	0	0	11
7	22	2	6	0	3	0	0	0	33
8	10		14		4		0		28
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	1	1	7	1	6	0	20
8	5	0	10	6	9	0	3	0	33

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Integrated Algebra	0		0	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	0		0	
Physics	0		0	
Global History and	0		0	
Geography	0		0	
US History and	0		0	
Foreign Language	0		0	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

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.
 - The assessment tool that the school uses to assess early literacy skills for the ELL's is Fountas and Pinnell. Our students in kindergarten are having difficulty with segmenting, blending, sound recognition, and rhyming. While the students in grades 1-4 are struggling with reading and oral expression and writing. Students in K-3 are having difficulty with decoding, sight words, reading accuracy, oral

expression, spelling, vocabulary, writing development, and writing expression. As per data obtained from the Fountas and Pinnell, ELLs scored below grade level with initial sounds assessments, blending assessments, segmenting assessments, rhyming assessments. Many students performed below grade level, as P.S. 99s ELLs entered as non-speakers scoring unable on the LAB-R exam. With this information, teachers will plan their instruction emphasizing the skills of segmenting, rhyming, blending, for the kindergarten students, while emphasis for instruction for students in grades one to four will be based on decoding, sight words, reading accuracy, oral expression, writing development and writing expression, spelling and vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. After analyzing the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades, it is noted that students at P.S. 99 scored mostly at the Beginning, Intermediate level in Reading and Writing, and more on the Advanced and Proficient level for the Listening and Speaking modalities. Newcomer students entering P.S. 99 whom were administered the LAB-R scored on the Beginning Level, as these students were tested but unable as they did not speak, read, or understand English at all.

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](#))

The school will use the information about Annual Measurable Achievement Objectives to analyze ELLs achievement data in the content areas. It will also be used as a warning system for ELLs who are at risk academically. The data that is obtained can be used to focus on the progress toward achievement of proficiency for specific groups of ELLs, and instructional programs and interventions for these students. This tool will assist teachers with instructional differentiation between groups of ELL students as they progress toward proficiency and those who are struggling with language development and content area. The AMAO will alert the school of the ELLs whom are risk factors in order that timely and targeted interventions are put into place before they reach a more critical level. The data reveals that ELLs struggle with academic and content area writing capabilities

The New York State Education Department has not made available the reading/writing and listening/speaking scores for analysis from the NYSESLAT..

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4 a. Analyzing the patterns in student's results in the four modalities across proficiency level and grades according to the Spring 2013 NYSESLAT scores, the implications for the school's instruction for ELLs is that P.S. 99 will emphasize instruction and lessons pertaining to the writing modality, and various skills to promote reading comprehension as these were the modalities that the ESL students scored lowest in. . Analyzing the results of content area tests taken with translated tests in their native language, ELLs did not score on a significant higher level.

b. ELL Periodic Assessments administered several times will allow the school leadership and ELL teachers the opportunity to analyze and focus on each student's weaknesses, and to target their lessons accordingly, based upon the four modalities of reading, writing, speaking, and listening.

c. P.S. 99 has learned that many of the ELLs need assistance with their writing and reading comprehension capabilities. Students at P.S. 99 are utilizing their native language by having the access of translated glossaries, word-by-word dictionaries, and translated state exams. The Imagine Learning software computer also supports some of the student's native languages. Peer-to-peer student assistance with those speaking the same native language is used for native language support for the ELL students. Most ELL students scored ones, as compared to the Former ELLs and the English proficient students in P.S. 99 in the content area tests.

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](#).)

The Response to Intervention RtI model will better serve the school's English Language Learners who are at-risk for academic difficulties according to data obtained from state exams. This model will be used for prevention and early intervention through a tiered system of instructional support to the standard core curriculum given at P.S. 99, based on the needs of the ELL students. The RtI model will include various levels of intervention and instruction that increase in depth and time as needed by the ELL students. As P.S. 99's ELL students improve, as measured by data obtained from reliable and valid benchmark tests, fluency and comprehension assessments from the Open Court Imagine It series, formal and informal assessments report cards, classroom work samples, classroom observations, curriculum-based measurements, screening data, individual interventions logs, disciplinary referrals, classroom anecdotal records, attendance records, and E.L.A folders , the extra supports will be removed. According to the Response To Intervention Planning and the data obtained from ELLs, Tier 1 Intervention will be with the general education teacher, and an ESL teacher using Common Core instruction or strategies and differentiation to meet the needs of all students to ensure positive outcomes for all ELLs. For those ELLs that

are struggling, intervention will be initiated with a Title I reading teacher in a push-in or pull-out setting with small group instruction in an additional 20-30 minute supplemental opportunities. Based on data review, and anecdotal records ELL students that are still struggling will be given additional support with the SETTS teacher in a pull-out individualized or small group setting tailored to the student's needs..

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teacher's use of differentiated instruction in grouping ensures that a child's second language development is considered in instructional decisions.
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?

P.S. 99 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. The success of our programs for our ELLs at P.S. 99 are evaluated by the amount of students that progress in their proficiency levels in the four modalities of Speaking, Reading, Writing, and Listening obtained by their scores on the NYSESLAT examinations. Data obtained from standardized assessments and their AYP will assist in the evaluation of the success of the ELL programs.

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](#).)
 1. The steps regarding identification, parent choice, and student program placement takes place at P.S. 99 within ten days of the student's enrollment. The ELL identification process at P.S. 99 includes two parts, the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, second, the administering of the LAB-R or new NYSITEL to determine ELL status and proficiency level of students whose home language is not English. Home language at P.S. 99 is based on the Home Language Identification Survey and an interview with the parent and child. Translation and Interpretation services are offered on the phone in order that parents can ask and have questions answered. P.S. 99's ELL coordinator completes the HLIS form with the parent. The HLIS is placed in the student's cumulative records at P.S. 99 When parents first enroll their child in school it is the responsibility of the Pupil Personnel Secretary who is trained in student intake procedures to discuss home language with the family. If it's determined that a language other than English is spoken, then a certified ESL teacher is called:upon along with a translator, and an informal interview with the student is provided to determine if they are LAB-R eligible. Home language and assessments are discussed with the family, and families are informed about eligibility for English Language support services. This process is completed through a Home Language Identification Survey (HLIS) translated in nine (9) languages that parents complete to show what language the child speaks, reads, and writes at home and in previous schools. Once a certified ESL teacher completes the informal interview and collects the Home Language Survey from the parent, and determines that a language other than English is spoken in the child's home, then the child is given a LAB-R, by a certified ELL teacher, which is a test that establishes English proficiency level. Students scoring below proficiency according to their grade become eligible for mandated ELL services. All new students to P.S. 99 who have a home language of Spanish and score below proficiency on the LAB-R is given the Spanish LAB once at the time they enter the school to determine language dominance for instructional planning in providing ESL services at P.S. 99. Students that are Beginning, Intermediate, or an Advanced Level continue to receive ELL services till the annual assessment is provided with the NYSESLAT to determine whether the students will continue receiving ELL services for the following school year, or are language Proficient and student is no longer considered LEP.
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.
 2. P.S. 99 notifies parents of their child's eligibility for ELL services and provide information and program choices through parent

orientations within ten days of enrollment. When a new ELL enrolls at P.S. 99, the school informs parents of the three instructional models available in New York City, whether the preferred model is offered at the school. To inform parents of these options, P.S. 99 provides parents of newly enrolled ELLs with a parent orientation where they can watch the Parent Orientation video, which explains the three program options in 13 different languages. P.S. 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's choice for their child. P.S. 99 provides parents of newly enrolled ELLs within ten (10) days of enrollment with a parent orientation with information in order that parents understood all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), so that ELLs are placed in the appropriate program within the ten (10) days of enrollment and the appropriate Parent Selection forms are received. P.S. 99 uses translated materials such as memos, notices, parent brochures, Parent Selection Forms, and videos online, given by the office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services.

3. 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 [\[see tool kit\]](#).)

3. Once parents at P.S. 99 are informed of all three program options at the parent orientation, the school provides parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. Parent choice as written on the Parent Survey & Program Selection Form is entered on the ELPC screen in ATS as forms are completed, to determine NYSESLAT eligibility. Every effort is made at P.S. 99 to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and kept at the school. Paraprofessionals assist in conducting informal interviews in the family's native language for parent program selection. The school sends entitlement letters to the parents of each student who is eligible for ELL services, based on LAB-R or NYSITEL results. P.S. 99 plans to provide the availability of a teacher and a paraprofessional during, after-school, and Saturdays to meet the identified needs for the parent selection form. These parent selection forms will be monitored throughout the year in a main location with easy accessibility. Original parent selection forms will be placed in the student's cum records with a copy kept in the ESL office.

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.

4. Once the child's program has been determined, P.S. 99 send parents a placement letter indicating the program in which their child has been placed. Each spring, ELLs at P.S. 99 are retested to evaluate their English proficiency using the NYSESLAT. The school notifies parents of the NYSESLAT scores and program eligibility before the beginning of the following school year. ELLs who score below a grade-specific level of English proficiency continue to be entitled to ELL services, and parents of these students receive a continued entitlement letter, which informs continuation of program for ELLs. ELLs who score proficient do not require ELL services and receive a non-entitlement letter. P.S. 99 maintains the following records in the students' cumulative folders: Home Language Identification survey (HLIS), Parent Survey & Program Selection Form, Entitlement, Continued Entitlement, and Non-Entitlement Letters, and Placement letters. A copy of these forms are also kept in the ESL office. School staff members, such as teachers, paraprofessionals, and parent coordinator, may conduct an informal interview in the family's native language to place identified ELL students in bilingual or ESL instructional programs.

5. 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.

5.

ESL teachers review the RLER ATS report to ensure that all ELLs are administered the NYSESLAT exam annually.

All ELLs are administered the NYSESLAT every spring school year. The Speaking modality is administered on a one-to-one basis by an ESL teacher that does not service that student for each grade level. Following the administration of the Speaking modality, the Listening, Reading, and Writing modalities are administered in ESL groups by an ESL teacher that does not service those students for each grade level. Students that are not present for any parts of the exam are administered the NYSESLAT during the window of make-ups.

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. [i](#)

6. According to the response on the Parent Selection Survey forms, and the analysis of them in the past few years, the trend in program choices at P.S. 99 is for the Freestanding ESL program only. P.S. 99 parents have requested 100% for the ESL program in the school. The ESL program implemented in our school is aligned with parent requests on the Parent Survey Selection forms for supplementary services to increase English Language Proficiency and academic achievement under the Title III of the "No Child Left Behind Act". Certified ESL teachers focus on listening, speaking, reading, and writing skills. LAB-R and NYSESLAT testing results target and identify the children in need of instruction. ESL teachers have a pull-out program and work with groups. ESL teachers

provide staff development to instruct teachers in ways to help the ELL parents. Parent workshops are scheduled.

Part 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])?
 - 1a. P.S. 99 continuously has high expectations for ELL student achievement supported by a plan of action leading towards academic success and college readiness. P.S. 99 continuously monitors ELL student progress through student work, formal and informal assessments and test results to adjust instructional planning based on a wide variety of evidence and data. The teachers of P.S. 99 and the school leadership know the ELL population and their individual needs well. P.S. 99 allows for enough collaboration and planning time among teachers and school leadership. Teachers at P.S. 99 support and learn from each other and recognizes the combination of achievement in language proficiency and content instruction. Curriculum and instruction at P.S. 99 are aligned to the Common Core Standards, and P.S. 99 highly values parent and community involvement, and takes active steps to ensure that both are a part of the school's culture. P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154 in a pull-out organizational model.
 - 1b. ELLs will receive instruction in the pull-out mode in heterogeneous groups, according to their grade level.
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)?
 - 2a. P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154. ELLs who are Beginners and Intermediate levels, are targeted to receive 360 minutes per week instruction or two units of study in the pull-out mode. Those ELLs that are advanced, receive one unit of study of ESL or 180 minutes and a unit of study of English Language Arts in the pull-out mode according to their grade level. Students are taught in groups based upon their

proficiency levels for each individual grade to ensure that the mandated number of instructional minutes is provided in the ESL program. There is one certified ESL teacher to groups of ELL students according to grade and proficiency level.

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.

3. All students are taught in English, using techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. The four skills of listening, speaking, reading, and writing are included every day. Content area teachers working with ELL's have received 7 1/2 hours of staff development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the classroom. The program specifically addressed the Chancellor's Recommendations on aligning instructional programs for ELLs to the Comprehensive Core Curriculum in Literacy and Mathematics. All English Language Learners (ELL students) in grades K-8 receive literacy enriched instructional programs in accordance with the Common Core Learning Standards, and are provided with equal access to programs designed for the entire school population which are the Imagine It ELL support component and Expressions for the Middle school, a literacy program designed for ELLs and Students With Disabilities. The Common Core Go Math program has an online ELL support program which assists teachers in their program instruction. ELLs are supported in their native language in content areas through the use of subject glossaries, and peer-to-peer assistance. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, science, music, art, literature, and mathematics using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. Concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form the basis of language acquisition. The classroom teacher provides AIS for ELL students with activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need for academic rigor and college readiness to become active participants in the community.

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

4. ELLs are appropriately evaluated in their native languages by having them utilize glossaries on state exams and word by word dictionaries. ELLs will be administered state exams in translated versions if available in their languages. Classroom libraries incorporate books in various languages to support student's native languages. The Imagine Learning software program utilizes and supports various languages to evaluate students acquisition of the English language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. To ensure that ELLs are appropriately evaluated throughout the year in all four modalities of English acquisition we utilize NYSESLAT practice books, which focuses on questions that are aligned to the Speaking, Listening, Reading, and Writing modalities. We also create informal assessments aligned to the four modalities of English acquisition administered on a weekly basis. Students are asked to present in front of the class, listen to stories on cassettes and respond to questions, read a passage and answer comprehension questions, and complete a writing task to evaluate student progress.

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).

6a. There is one ELL student identified as Student With Interrupted Formal Education for this year. For any future SIFE students, emphasis will be on understanding phoneme connected to print phonemic awareness, being able to decode unfamiliar words, attaining background knowledge and vocabulary to increase reading comprehension, developing strategies to construct meaning from print-comprehension, and developing and maintaining the motivation to read. The instructional program for SIFE students will focus understanding of math concepts, strategies and skills that are connected to everyday life, attaining background knowledge to foster math ability.

6b. For ELLs in a U.S. school less than three years (newcomers), the Imagine Learning English computer program engages students, and also supports them in their native language, if available, in vocabulary, phonics and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary which will be utilized for struggling ELL students academic achievement on state exams. The English Language Learners Support Guide to the "Imagine It" reading program differentiates the reading program and skills in accordance with the proficiency level for ELLs who have been un US schools less than three years (newcomers). It is designed to help students acquire social and academic skills through content-based instruction. The program stresses phonemic awareness, phonics, reading and language arts in a thematic framework, and also promotes acquisition of academic language in content areas - social studies, science, and math, while developing reading and writing skills.

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

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

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

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?

Teachers of ELL-SWDs use the instructional material called "Expressions", an English Language Development program that is grade and age appropriate that provides extensive language acquisition support for students. Lessons in "Expressions" provide a foundation from which English learners can access core content. "Expressions" lessons address one or more of the following: Theme, Genre, Literary Element, Reading Skills and Strategies. It provides English language development instruction that supports the instructional grade-level content of the language arts program. The English language development will help ensure mastery of English at each grade level. Instructional lessons and strategies are provided to address Beginning (including newly arrived students), Early Intermediate, Intermediate, and Early Advanced students. Opportunities are provided for whole group, small group, and partner discussions. Sentence frames offer students strong support to help them grow into the next language proficiency level. Scaffolding helps students pass the Intermediate barrier. The language for instruction for reading, language arts, social studies, and science is taught, practiced, and applied. Students discuss and apply academic language in speaking, listening, reading, and writing activities. Teachers of ELLs-SWD utilizes the Intervention and English Language Learner support component to the "Imagine It" reading program which differentiates all levels of proficiency and struggling students with all skills. Translated glossaries are provided to support native language in content areas, and peer-to-peer assistance. The "Imagine Learning" interactive computer program assists students in language acquisition through native language support. ELL-SWD at P.S. 99 are pulled-out according to grade level and proficiency along with the rest of ELL population at P.S. 99 to ensure they receive the appropriate mandated ESL instruction on their IEP.

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?

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

appropriate instructional minutes. P.S. 99 has monthly PPT meetings to evaluate ELLs-SWDs for placement in ICT classes. Student work is presented at this time, along with anecdotal, conference notes and assessments for student evaluation and placement in an ICT class. ELL-SWDs are also instructed in small group settings with additional assistance in Funded Math and Reading programs, 37 1/2 academic intervention programs, and after-school programs for these students to achieve their IEP goals and attain English proficiency within the least restrictive environment.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

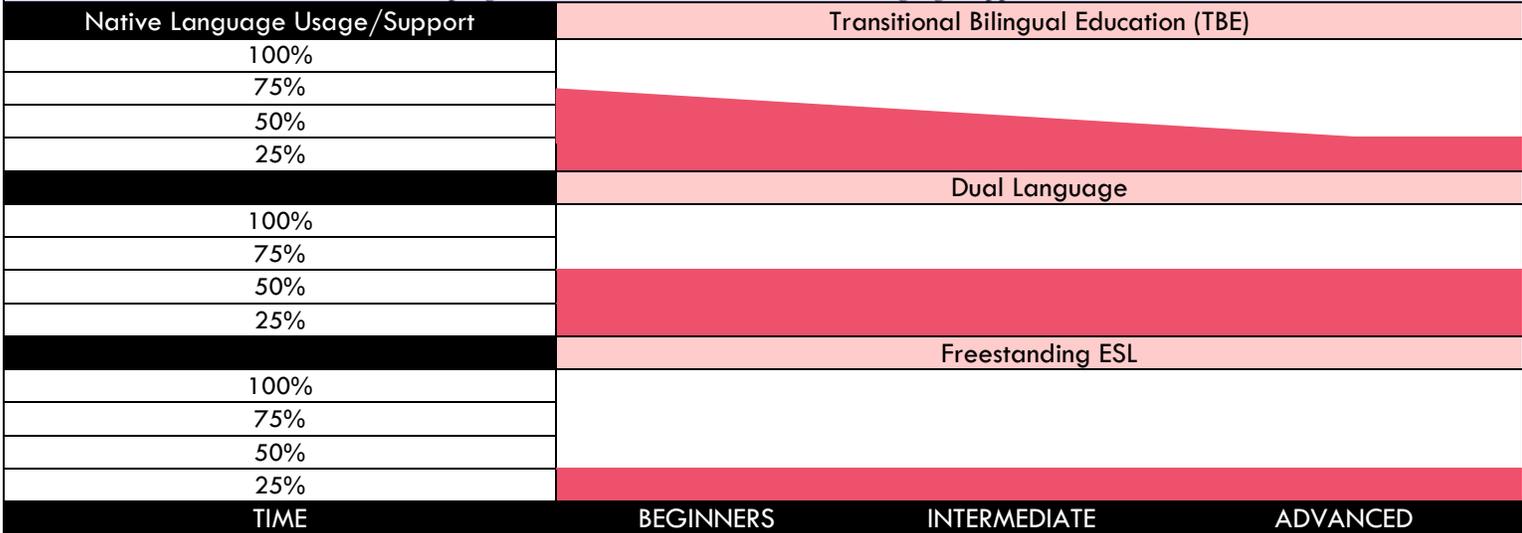
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Funded reading, writing, and math intervention services will be provided for struggling ELLs scoring bottom third in classes in P.S. 99, along with SETTS intervention for those ELLs with IEPs. An AIS, after school, and Saturday program for those students considered to be "at risk" is provided at P.S. 99. These interventions will be offered in the English language supported by native language content glossaries in social studies, math, and science.

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

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

strategies to meet the needs of special populations. For our ESL students, content areas are delivered in the English Language. These students are placed with other native speakers of their language who are proficient in English to assist them with content area vocabulary and skills being taught.

11. What new programs or improvements will be considered for the upcoming school year?
"Vocabulary Connection" for grades 3-5, computerized program "Skills Tutor" in grades 2-8 for ELA and math," Common Core Clinic" for AIS for grades 3-5 and "Crosswalk Math" for AIS, for the After-School program the school will be utilizing "Mastering the Standards" in ELA and Math, and the ESL Saturday Academy "Supporting the Standard Foundation" Math and ELA and additional AIS material "Finish Line for the Common Core" in math and ELA and "Vocabulary Links". The "Go Math" program will be utilized for all students in grades K-8 at P.S. 99. P.S. 99 now utilizes these programs which are aligned to the Common Core Curriculum for academic rigor and career readiness to prepare students for state assessments.
12. What programs/services for ELLs will be discontinued and why?
"Everyday Math" and "Impact Math" will be discontinued for the math curriculum in order that the school utilizes a program which is geared towards the Common Core Curriculum, so that ELL students are prepared for state exams, achieve grade level and above scores and make AYP .
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs by offering them an After School Program for grades 3-8, which will assist students in literacy, math, and homework help. Title III Saturday Academy for grades 6,7,8, will assist students in literacy, math, and NYSESLAT practice. P.S. 99 will provide a Saturday Enrichment Program for ELL students in grades 6-8, and an after-school program for grades 3-5 to increase English language proficiency, content acquisition and academic achievement under Federal law (Title III of "No Child Left Behind Act"). The students will meet three hours each session from 8:30 A.M. to 11:30 A.M. for a total of 90 hours on Saturday, and two days a week from 3:05 P.M. - 5:05 P.M. for 50 hours. These students in grades 3-8 in groups of ten, will be selected according to the greatest need of English language development. Assessments used will be the LAB-R, and NYSESLAT. To assist these students these supplementary services will have small ten group student instruction, utilizing English as a Second Language strategies and methodologies. A main focus will be to meet the educational strengths and needs of the student, in order that these students acquire English language skills to meet the age appropriate academic achievement standards of rigor and college readiness by using listening, speaking, reading, and writing skills through content-area instruction. . The language of instruction will be English. The program teaches academic vocabulary and content area reading, targeted to help students understand concepts in every curriculum area. The program includes periodic assessments and student progress reports. These reports act as a resource for weekly planning and review meetings that will inform the instruction of students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The Imagine Learning computer program supports ELLs on all levels, including newcomers by engaging students in vocabulary , phonics, and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary. This programs allows students English acquisition utilizing student's native languages when available. The program allows the student to progress from one level to another only when the students has mastered the previous skill, and re-trains students on skills that are not mastered. The Literature program by Glencoe has an additional series named "Expressions" which supports and emphasizes skills and strategies to support the ELL population with this literature series. The Open Court curriculum has a component which also supports the ELL students in reading skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In P.S. 99's Freestanding English as a Second Language program, native language support is delivered by the acquisition of foreign language libraries, utilization of glossaries in content area subjects and word-to-word dictionaries. Students utilize translated tests to assist them on state exams. Teachers use of "Smartboards" has also allowed native language support in the classrooms.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
At P.S. 99, required service support, and resources correspond to ELLs ages and grade level.
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.
The Parent Coordinator meets with family members o newly enrolled LEP students to assist them in the transition into the new school, providing necessary services and support, as specified in the Chancellor's Children's First Initiative. On-going orientation workshops

for parent of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the various programs available for their child. Online videos are shown, parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will inform parents of the school's identification process of LEP students, according to the Home Language Survey, and testing procedures.

18. What language electives are offered to ELLs?

This year, P.S 99 offers Spanish as a language elective.

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)?

Not Applicable

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. Certified ESL teachers will provide professional development to instruct in ways to help the ELL student for all staff including content area teachers, assistant principals, Common Branch teachers, subject area teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator. Professional Development will include ESL strategies for all grades. The New York State ESL standards will be addressed at faculty conferences, which will be held on September 13, 2013, October 28, 2013, November 25th, 2013, December 16, 2013, January 27, 2014, February 24, 2014, March 31, 2014, April 28th, 2014, May 19th, 2014, June 16th, 2014, grade conferences held weekly, and at after-school professional development sessions. ESL teachers whom have participated in the "Quality Teaching for English Language Learners", workshop (QTEL) will turnkey to all new teachers the various strategies, methodologies, and activities learned.

2. ELL personnel will attend various workshops which will be provided by the network in supporting ELLs as they engage in the Common Core Learning Standards. Also ongoing training in P.S. 99 for staff will be provided for the Common Core Curriculum. Teachers of ELLs will also visit model Common Core classrooms in supporting ELLs as they engage in the Common Core Learning Standards.

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

4. Professional Development for teachers will be ongoing. The 7 1/2 hours of ESL will be provided for all new incoming teachers. Content area teachers working with ELLs have received 7 1/2 hours of staff development on integrated ESL teaching and strategies. Special education teachers have received 10 hours of training. Training has been provided by ESL lunch and learn workshops and ESL class visits during teachers prep periods. Documentation of teacher's 7 1/2 hours of ESL training is provided with a certificate maintained in their files.

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. PTA meetings and school leadership meetings are held at various times during the school year for all parents, including parents of ELLs.

On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the programs available for their child. Online videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Translators are available for parents assistance, or the Translation Services are utilized for all questions or concerns the parents may have that do not speak the English language. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures. Parents will be provided support at workshops that will be conducted by the ESL teachers.

Communications, such as informational letters and memos to parents will be translated either by translators or the Board of Education Translation Services, in their native languages. Students and parents will participate in activities to see and use both oral and written language, not only in school. Parents will be given easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning. Parents of ELLS at P.S. 99, have been offered two additional parent-teacher nights to assist in the progress of student learning in the Common Core Curriculum.

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

3. P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents. Parents at P.S. 99 are required to complete blue card information which requires them to write language of preference for all communications. School survey forms are provided in language of preference, and the parent coordinator at P.S. 99 attends all parent meetings to address all needs requested.

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

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.

Part VI: LAP Assurances

School Name: P.S. 99 Isaac Asimov School

School DBN: 21K099

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregory Pirraglia	Principal		12/5/13
Leah Diamond	Assistant Principal		12/5/2013
Lanie Juceum	Parent Coordinator		12/5/13
Sheryl Schiffman	ESL Teacher		12/5/13
	Parent		12/5/13
Sue Deasy	Teacher/Subject Area		12/5/13
Tina Scarlino	Teacher/Subject Area		12/5/13
Denise Ciappetta	Coach		12/5/2013
Sylvia Kirschner	Coach		12/5/13
Dr, James Donnelly	Guidance Counselor		12/5/2013
Neal Opramalla	Network Leader		12/5/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K099 School Name: P.S. 99

Cluster: IV Network: 409

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

Part A: Needs Assessment Findings

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

To assess our school's written translation and interpretation needs, to ensure that all parents are provided with appropriate and timely information in a language they can understand, we survey the parents at the ESL Parent Orientation Meetings that is held within 10 days for the new incoming students. We survey the needs and capabilities of the parents at PTA meetings and parent workshops held at the school. We also review the home language survey from questions 5-8 which asks: "What language is spoken at home most of the time? and What language does the child speak with parents most of the time? We also interpret data in the language breakdown of ESL students, and when analyzing the school's report card we focus on the school's percentage of ethnicity, recent immigrants (students enrolled as of October 31, 2013) whom immigrated to the U.S. within the last three years), and recent immigrants place of birth. P.S. 99 supports all parents that speak another language other than English regardless if their child is an ELL or not, by providing them with teachers and a paraprofessional translator. Important notes, bulletins, and PTA notices will be translated through the online translator services accessed through the Board of Education to meet the written and oral needs of all parents at P.S. 99.

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

After detailed analysis of the number of ELLs by grade in each language group in our English as a Second Language Program, it was noted that the highest language group spoken in the school was Urdu, followed by Russian and Spanish. The highest percent of enrollment of recent immigrant's place of birth for 2013 was Pakistan, Russia, and Uzbekistan. Therefore, the greatest demand for translation services in the school were for Urdu, Spanish, and Russian. The findings of our school's written translation and oral interpretation needs were reported to the school community through parent workshops and PTA meetings.

Part B: Strategies and Activities

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

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

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

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

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

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