

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

School Name: PS 199
DBN (i.e. 01M001): 21K199
Principal: ROSALIA BACARELLA
Principal Email: RBACARELLA@SCHOOLS.NYC.GOV
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
Rosalia Bacarella	*Principal or Designee	
Andrew Rosenberg	*UFT Chapter Leader or Designee	
Samina Azam	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Saima Saqib	Member/ Parent	
Marcus Agosto	Member/ Parent	
Navida Ahmed	Member/ Parent	
Shameem Ashfaq	Member/ Parent	
Lisa Esposito	Member/ Teacher	
Holly Fleischer	Member/ Teacher	
Gina Leahy	Member/ Assistant Principal	
	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 students scoring a Level 3 or Level 4 on the New York State ELA assessment will increase by 10 percentage points from 43% to 53% and the percentage of all students scoring a level 3 or 4 on the New York State Math assessment will increase by 5 percentage points from 61% to 66%.

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.

Our data shows that only 43% of students scored at or above a Level 3 on the New York State ELA, down from 47% in 2013. This is the second year that our ELA scores have dropped, though this year less significantly than in 2013 (4 percentage points in 2014 versus 18 percentage points in 2013.) We believe the drop in ELA can be attributed to the fact that the New York State assessments are now aligned to the more rigorous Common Core Learning Standards. Our students continued to fare well in ELA compared to our peer schools and city schools (72.5% and 76.8% of the peer and city ranges respectively). Our goal continues to be to raise the performance of all students.

In Math, 61% scored a Level 3 or 4 on the New York State Math assessment in 2014, an increase of 14 percentage points from 2013. We performed at 71.5% of our peer range and 87.4% of the city range, both significant increases from the previous year. While we increased significantly in Math in 2014 over 2013, our goal is to continue this positive trajectory for all students.

In both ELA and Math, we will continue our work with the Common Core Learning Standards and with teacher effectiveness in order to raise the performance of all students.

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. Professional Development: PD will be provided on the following topics: Teaching for reading comprehension using bands of text complexity; vocabulary instruction; Universal Design for Learning strategies; using assessment in instruction; questioning and discussion in math; problem solving in math; developing rigorous, common-core aligned lesson plans; providing students with specific feedback that advances learning; effective instruction using the Danielson framework.
2. Analyzing Student Work: Classroom teachers will develop and administer 3 tasks per year in close reading and writing and 3 tasks in math problem solving. Cluster teachers will develop and administer 2 tasks per year in the content areas which require intense reading and writing. After each task student work is analyzed in teacher teams and next steps for instruction developed.
3. Collaborative Inquiry in vocabulary instruction: Working in grade teams, teachers will study effective techniques for instruction of Tier II vocabulary and implement these instructional strategies in their classroom, leading to improved reading comprehension and clearer more detailed writing.
4. After School ELA/Math Academy: Provide targeted instruction on the Common Core State Standards in ELA and Math and test sophistication skills in an after-school program that meets once per week for 2 hours.

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

1. The Principal, Assistant Principal, staff developers from Teachers College, Network instructional staff, and teacher leaders.
2. The Principal, Assistant Principal and ESL/Literacy Coach.
3. The Principal, Assistant Principal and ESL/Literacy Coach.
4. General education, ESL, and special education teachers under the supervision of the Principal or Assistant Principal.

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

1. Observation of teacher practice by the Principal, Assistant Principal, and TC staff developers using the Danielson Framework will provide teachers with actionable feedback.
2. Literacy Tasks will be given in November, February, and April. Math Tasks will be given in December, March, and May. Content area tasks will be staggered throughout the year. Following each administration, student work will be analyzed and next instructional steps developed.
3. Observation of teacher practice by the Principal and Assistant Principal and analysis of student work.
4. Teachers will work with administrators to compare the rigors of the State Math test with the resources used in the after school program (such as ESL support,

workbooks, and diagnostic assessments) to determine whether it was effective in supporting student performance.

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

1. September 2014 to June 2015
2. November 2014 to June 2015
3. September 2014 to June 2015
4. December 2014 to April 2015

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

1. Professional Development will be provided during the 80 minute Monday PD period. In addition to professional development provided by the Principal, Assistant Principal and ESL/Literacy Coach, teacher leaders are attending professional development provided by Network 409 and Teachers College, and then turn keying this professional development on Monday afternoons.
2. Teachers analyze student work during double period common planning time already programmed in teachers' schedules, as well as the Professional Activity period on Tuesday afternoons.
3. Collaborative data inquiry is scheduled during the Professional Activity period on Tuesday afternoons.
4. Three classes per grade for grades 3 to 5 will be formed. Students will be grouped according to need and level with certified ESL teachers providing instruction and support to ELLs and certified special education teachers providing instruction and support to students with disabilities.

Strategies to Increase Parental Involvement

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

- Parents are invited to workshops on supporting their children in meeting new Common Core standards, vocabulary development and the GoMath program and website.
- During Open School Week, parents are invited to visit their child's classroom.
- Presentations are made regularly at PTA meetings on the Common Core Curriculum.
- Translators are made available during Parent Teacher Conferences, Parent Workshops and key PTA meetings.
- Teachers publish five newsletters per year on what students are learning and how parents can support their children.

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

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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 median adjusted growth percentile for 4th and 5th grade students scoring in the lowest third on the New York State Math test (a total of 45 students), inclusive of English Language Learners (ELLs) and Students with Disabilities (SWDs), will increase 5 points to 85 (from 80).

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.

Upon analyzing our data, we noticed that 84% of students who scored in the bottom third for the New York State Math test were ELLs and SWDs. As a result, we set a goal to raise the achievement of the bottom third, inclusive of ELLs and SWDs.

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. Small Group Instruction: All students in the bottom third will receive small group instruction two to three times per week during Math Workshop.
2. Push-in ESL: ESL teachers will support math instruction with direct and indirect services.
3. After School Academy: ESL students and SWDs will be grouped in the after school academy by need, in smaller classes, so that they can be provided with more intense intervention.
4. Technology-based math instruction: Teachers will assign targeted video and interactive tutorials from the Go Math web site to students in the bottom third.

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

1. Classroom teachers, special education teachers, and ESL teachers providing small group instruction during Math Workshop.
2. Three full time and 1 half- time ESL teachers.
3. Nine general education, special education and ESL teachers working in the after school program
4. Classroom teachers.

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

1. The math tasks of this sub-group will be analyzed to evaluate progress and next steps.
2. Frequent cycles of teacher observation during push-in ESL periods will provide us with data on the effectiveness of this model.
3. Formative and summative assessment data will be collected at the beginning, middle and end of the After School Academy to evaluate the program's impact on student progress.
4. Reports on student completion of work from the Go Math website will be used to evaluate its effectiveness and impact on student learning.

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. December 2014 to April 2015
4. November 2014 to June 2015

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

1. Teachers schedule small group instruction during Math Workshop throughout the week.
2. ESL teachers are scheduled to push-in during math and other subjects 8 periods per week.
3. The After School Academy is scheduled for one sessions per week, 2 hours per session.
4. Teachers were trained on using the site during common planning periods and assign targeted work as part of their planning.

Strategies to Increase Parental Involvement

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

- Teachers schedule meetings in January/February with parents of students who scored a Level 1 or 2 on the Math test to discuss progress midway through the year.
- Parents are invited to attend a workshop on Common Core Math Standards and the Go Math program.
- Letters went home to all parents providing instruction on how to log in and use the Go Math website.

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

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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 median adjusted growth percentile for 4th and 5th grade students scoring in the lowest third on the New York State ELA test (a total of 44 students), inclusive of ELLs and SWDs, will increase 5 points to 83 (from 78).

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.

Upon analyzing our data, we noticed that 86% of students who scored in the bottom third for the New York State ELA test were ELLs and SWDs. As a result, we set a goal to raise the achievement of the bottom third, inclusive of ELLs and SWDs.

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. **Small Group Instruction:** All students in the bottom third will receive small group instruction two to three times per week during Reading and Writing Workshop.
2. **Push-in ESL:** ESL teachers will support ELA instruction with direct and indirect services.
3. **After School Academy:** ESL students and SWDs will be grouped in the after school academy by need, in smaller classes, so that they can be provided with more intense intervention.

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

1. Classroom teachers, special education teachers, and ESL teachers providing small group instruction during Reading and Writing Workshop.
2. Three full time and 1 half- time ESL teachers.
3. Nine general education, special education and ESL teachers working in the after school program.

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

1. The ELA tasks of this sub-group will be analyzed to evaluate progress and next steps.
2. Frequent cycles of teacher observation during push-in ESL periods will provide us with data on the effectiveness of this model.
3. Formative and summative assessment data will be collected at the beginning, middle and end of the After School Academy to evaluate the program's impact on student progress.

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. December 2014 to April 2015

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

1. Teachers schedule small group instruction during Reading and Writing Workshop throughout the week.
2. ESL teachers are scheduled to push-in during reading and writing and other subjects 8 periods per week.
3. The After School Academy is scheduled for one session per week, 2 hours per session.

Strategies to Increase Parental Involvement

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

- Teachers schedule meetings in January/February with parents of students who scored a Level 1 or 2 on the ELA test to discuss progress midway through the year.
- Parents are invited to attend a workshop on Common Core ELA Standards and supporting reading at home.

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

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

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

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

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

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

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

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).

As a Teachers College Reading and Writing School, the Principal, Assistant Principal, Literacy Coach, and teachers receive ongoing professional development on literacy instruction that meets the CCSS. The Principal and Assistant Principal attend conference days at Teachers College and/or participate in the on-site professional development offered at our school. The Literacy Coach attends 10 professional development days specific to strategies to effectively coach teachers. One teacher per grade attends lead teacher workshops and turnkeys the information to their grade during scheduled, grade specific professional planning periods. Each teacher will attend at least one workshop day at Teachers College and participate in at least 10 on site professional planning days. During these on site professional development days, the Teachers College staff developer models lessons, observes lessons, debriefs and plans with teachers. On this day, administration, the literacy coach and teachers participate and have access to one-to-one coaching if needed. The ESL teachers attend a conference day facilitated by a senior staff developer. Teachers are asked to provide written feedback and information for each calendar day they attend and may turn key the information to staff during the 80 minute Monday PD period, faculty conferences, professional development days and planning periods as needed or requested. In addition, we host Teachers College Institutes at our school, allowing our teachers to have access to more professional development and model lessons.

Professional development in math is also provided by the Principal, Assistant Principal, lead teachers, and network staff throughout the year. These sessions are used to develop curriculum by looking at Common Core aligned resources from Go Math, Engage NY, North Carolina, Georgia and other learning sites. These sessions are also used to develop questioning and discussion techniques, develop strategies to provide effective, actionable feedback to students, and create rigorous performance tasks aligned to the CCLS.

Paraprofessionals participate in professional development provided to teachers, as well as professional development tailored to their needs. Paraprofessionals also attend PD provided by the Horizon Program and NYU to understand how best serve students with ASD and other special needs.

Professional Development on the Danielson Framework is offered by our Principal, Assistant Principal and teacher leaders. Teachers are provided professional learning opportunities in all the domains. This professional development is in the form of videos, reading and discussing professional articles, looking at model lessons and lesson plans, modeling and debriefing, collaboration and looking at student work. This work is supported by the network at Principal and Assistant Principal bimonthly professional development days, instructional leads teacher meetings, and new teacher support groups.

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

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

Funds are set aside to provide for needs of Students in Temporary Housing, such as clothes, book bags, notebooks and other school supplies. We do not have a Head Start Program in our school.

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.).

Our Pre-K curriculum is aligned to the Common Core standards for Pre-K and our Pre- K teachers attend all in house professional learning opportunities. In addition, our Pre-K teachers attend workshops offered by the Department of Education and have visited other Pre-K programs in our borough.

Information on the students attending our Pre-K is made available to the Kindergarten teachers. Our Pre-K teachers and Kindergarten teachers meet weekly for professional development opportunities and to look at student work. During the second clerical half day in June, the Pre-K teachers pass records and articulate with each kindergarten teacher regarding the students that will be attending Kindergarten at our school.

An orientation is held for Kindergarten parents at the beginning of each year. Parents are permitted to bring their child to the Kindergarten classroom on the first morning. The teacher conducts a parent meeting on the first day of school to provide parents with information about the school and the Kindergarten program. Parents receive a Parent Handbook that is translated into Spanish on the first day of school. Parents are invited to the classroom throughout the year to participate in projects and activities with their child. These include art projects and Read Aloud Day. In addition, Kindergarten parents are invited to all parent involvement activities at our school .

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.

A Measure Of Student Learning (MOSL) Committee was created in June of 2014. The Committee met at the start of the year to discuss the various assessment measures available. The team reviewed school data from the 2013-2014 academic year to inform their decision making. Once the decision was made by the team, they presented the data and the decision to the school community during a professional development period. School staff continually participates in professional development through Teachers College, the network, administration and teacher leaders in looking at student work to inform instruction. Grade teams meet regularly to norm and look at student work and develop lessons and resources to improve student learning.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Public School 199

Rosalia Bacarella, Principal

Gina Leahy, Assistant Principal

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 199, 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 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Publishing 5 newsletters per year for each grade, informing parents about what their children are learning and providing ideas on how they might support their children.
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. In 2014-15 this included parent workshops on how to support children's vocabulary development and reading comprehension.
- 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. For example, the parents of students receiving AIS or RTI services are sent letters explaining the services their child is receiving and inviting them to meet with teachers.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. In addition to Parent Teacher Conferences held in November and March, teachers of students scoring a Level 1 or 2 on the State ELA or Math assessment meet with parents to discuss progress mid-year.
- Providing assistance to parents in understanding City, State and Federal standards and assessments. The principal and staff of PS 199 speak regularly at PTA meetings on the new Common Core Learning Standards, what it means for their children's learning, and how they can support their children. They are also provided with information on available resources such as Engage NY.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Important information is translated in the languages spoken by our students and families, including Russian, Spanish, Chinese, Urdu, and Bengali.

PS 199'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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. This will be accomplished through our School Leadership Team.
- 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. In the past, parents have chosen to use the funds to sponsor Family Science Nights and Family Arts Nights. Based on the success of these programs, it is anticipated that they will continue in 2014-2015.
- 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. Mrs. Rita Velic, PS 199's Parent Coordinator, will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. She 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, School Quality Guide, 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.

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

- Hosting educational family events/activities throughout the school year, including Family Arts Night and Read Aloud Day.
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- Encouraging more parents to become trained school volunteers.
- Providing written and verbal progress reports that are given three times per year to keep parents informed of their children's progress.
- Developing and distributing a newsletter specific to each grade designed to keep parents informed about school activities, what their children are learning, 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.

Public School 199

Rosalia Bacarella, Principal

Gina Leahy, Assistant Principal

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 their child's education;
- providing information related to school and parent programs, meetings and other activities to be sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Family Art Night; Read Aloud Day

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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-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: 21K199

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	\$342,869.67	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	\$44,086.00	X	See action plan
Title III, Part A	Federal	\$17,232.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,663,740.00	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.

**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 199
School Name Frederick Wachtel		

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 Rosalia Bacarella	Assistant Principal Gina Leahy
Coach Nancy Zaugg	Coach
ESL Teacher Aimee Grassini	Guidance Counselor Lauren Horowitz
Teacher/Subject Area Nadia Ciaccia/Special Educ.	Parent
Teacher/Subject Area type here	Parent Coordinator Rita Velic
Related Service Provider Chaya Twerski/Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	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	1	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	446	Total number of ELLs	146	ELLs as share of total student population (%)	32.74%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Yiddish
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%)						1								1
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	3	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	35
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	5	0	5	0	0	0	5
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	120	0	22	21	0	8	0	0	0	141

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		
Total	120	0	22	26	0	13	0	0	0	146
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
Yiddish	0	0	0	0	2	3	0	0	0	0	0	0	0	5
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	0	0	0	2	3	0	5						

*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
SELECT ONE																			0	0
SELECT ONE																			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	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	12	9	3	12	6	3								45
Chinese	0	0	2	1	0	0								3
Russian	7	8	7	10	4	5								41
Bengali	0	0	1	0	1	2								4
Urdu	4	7	0	4	0	1								16
Arabic	0	1	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	0	0	0	0								1
Other	1	11	8	4	7	4								35
TOTAL	25	36	21	31	18	15	0	146						

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)	5	5	4	5	9	8								36
Intermediate(I)	13	6	6	5	7	5								42
Advanced (A)	17	7	18	10	3	8								63
Total	35	18	28	20	19	21	0	141						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	9	5	0	24
4	4	3	0	0	7
5	6	6	2	0	14
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)				7	7

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	10	0	6	0	2	0	27
4	7	0	7	0	0	0	1	0	15
5	11	0	6	0	2	0	0	0	19
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)							7	0	7

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	3	0	2	0	3	0	11
8	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	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	3	0	3

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

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

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.
 Early literacy skills of ELLs are assessed through Teachers College assessments which include concepts of print, letter and sound recognition, spelling inventory, high frequency word recognition and leveled running records. The data patterns reveal that many of our ELLs are struggling to meet grade level standards on their reading assessments. In first grade, 23 out of 36 of our ELLs assessed

with our TC assessment scored a level 1 which indicates that they are functioning below grade level in reading. Similarly in second grade, 15 out of 21 of our ELLs are also functioning at a level 1. 21 out of 29 of our ELL third graders are functioning at a level 1 while in fourth grade only 8 of our 18 ELLs are functioning below grade level in reading. In fifth grade, 6 out of 9 ELL students are also functioning below grade level standards. The data gathered from our assessments informs our instruction and allows teachers to set goals for their students. It also allows the teachers to group their students accordingly and support small group instruction based on particular needs.

ELL teachers set goals to reflect the needs of their students based on listening/speaking and reading/writing modality report. The goals are monitored and assessed periodically. ELLs in the primary grades need additional support in all the modalities. This support is provided through the Foundations word study program. Support is also provided in the Reading and Writing workshop. ELLs in grades 3-5 who require literacy and decoding support receive instruction through the Wilson reading program.

2. What is revealed by the data patterns across proficiency levels (on the LABR and NYSESLAT) and grades?
Of all our kindergarten students who qualified to take the LABR, 20% scored proficient, 30% scored as beginners, 10% scored as intermediates and 40% scored as advanced. Data patterns reflect that most of our kindergarten students are advanced. Out of the 6 new comers in grades 1-3 that took the LABR, 5 scored as beginners and 1 scored as advanced.
Our first grade population that tested with the NYSESLAT in the Spring of 2013 reveals data that supports movement from one proficiency level to the next or better by 64%. Our second grade population's data reflects that 56% of our students moved from one proficiency level to the next or better. In third grade, the children that were tested in the Spring of 2013 moved to the next proficiency level or higher by 55%. Our current fourth grade showed growth in their movement to the next proficiency level or better by 78%. Children in our fifth grade showed growth to the next proficiency level by 50% while our former fifth graders showed minimal growth to the next proficiency level by only 38%.
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](#))
At this time, the 2013 NYSESLAT modalities are not available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. In our kindergarten ESL program, 37.5% of our students are beginners, 12.5% are intermediates while 50% are advanced. In first grade 14% of our ELLs are beginners, 36% are intermediate and 50% are advanced. Our second grade ELLs have a population that reflects 32% are beginners, 36% are intermediates and 32% are advanced. The pattern across proficiencies across our lower grade ELL population reveals that we have a higher level of advanced students while our beginner and intermediate population is almost equal.
Our third grade ELL population is comprised of 20% beginners, 20% intermediates and 60% advanced. Our fourth grade population has 6.25% that are beginners, 31.25% intermediates and 62.5% advanced. In fifth grade, 33% of our ELLs are beginners, 42% are intermediates while 25% are advanced. The data in our upper grades reveals that a high percentage of our students lie in our intermediate and advanced population as opposed to our beginner population.
Our kindergarten population has a total of 11 students that took the Spanish LABR. The findings show that 64% scored higher on the Spanish LABR as opposed to the English LABR while 27% scored lower. We do not have any other ELLs that take tests in their native language, but we do take our ELL population into consideration when ordering our state tests. We order tests in translations that are reflective of the languages in our ELL population. The tests are available for the students if needed.

b & c. Our school does not use ELL Periodic Assessments
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](#))
All of our children are given a baseline assessment which includes a Teachers College running record, concepts of print assessment (in kindergarten), high frequency word assessment and a spelling inventory. The data is then collected from these assessments and analyzed. Based on the results of these assessments, children are flagged and placed into groups within their class for Tier I intervention. The teacher keeps track of them over a 6 week period by progress monitoring them every 2 weeks. If the child does not make any progress, they then are referred for Tier II intervention. This is provided in a small group where progress is closely monitored every two weeks. In the event that no progress is made, the child moves on to Tier III for independent intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that a child's second language development is considered when making instructional decisions we look at assessments given to our ELLs. Data often reveals that additional literacy and language development skills are needed in order for our ELLs to continue in

their language progression. Instructional decisions are made to include some of our ELL population in our Wilson Intervention program as well as our extended day and after school programs in Literacy, Math and Science. School leadership has also provided classrooms with large ELL populations iPads. These iPads serve as a tool for making language acquisition more accessible.

In our TBE program, to ensure that the children's second language development is progressing accordingly, the children are being assessed on an ongoing basis. These assessments are administered in a formal setting such as with a running record and in an informal manner through classroom discussions, one to one conferring and with language activities such as retell. As the child's English language speaking skills increase, the native language used is slowly decreased. The assessments used, both formally and informally also help us to determine the native language to English ratio. Additionally, all content teachers are aware of the student's English language acquisition and support their second language development. Some examples of the support given are the use of visual prompts and the introduction of vocabulary in both languages to facilitate learning in the content areas.

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. 199 currently 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.).

Programs for ELLs are evaluated by looking at results from the NYSESLAT, state tests and our Teachers College assessments. The number of children gaining proficiency and those advancing levels not only on the NYSESLAT but the TC assessments are clear indicators of how successful our programs for ELLs are. Data reveals that 49 % of our ELL students were at the 75th growth percentile in ELA and 37% were at the 75th growth percentile or higher in math. We have consistently made AYP in ELA and math for our ELL students.

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](#).)

P.S. 199 is a Pre-K to 5 school servicing approximately 484 students with many ethnic backgrounds. Our English Language Learner population consists of 146 students which is 32.74% of our total Kindergarten to fifth grade population. The school employs 3 certified ESL teachers, 3 certified bilingual teachers and 1 ESL certified coordinator.

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

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

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

choice and have the opportunity to ask questions or express concerns they may have.

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Parent selection forms are reviewed and every effort is made to honor parental choice. Parents are informed of student placement with a placement letter. The letters are sent home with each of the children in English and their native language. Copies of the letters are kept on file in the student's ELL folder.

5. 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.

Before NYSESLAT testing begins, eligibility reports are generated and matched up against the ELLs in each class that we service. This helps us to be sure that all children are tested accordingly. We begin our NYSESLAT testing with the listening component. ELL students are flagged in each class to designate that specific children will need to be tested. Our ESL staff is then assigned a schedule and a list of children that they will test on a one-to-one basis. We follow a similar pattern with the other modalities of the test. Students are specified on class lists and groups are formed and tested during the various testing windows. Careful track is kept to ensure that all sections are administered. Teachers will document on their testing envelope if a child is absent. This helps to ensure that the child will make up the portion of the test they missed during the make-up window. This procedure is followed each day until all testing is complete.

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. 
In 2012-2013, the trend in the program choice that parents selected was ESL. Out of the 57 parents that made program selections, 54 parents chose ESL as the model they felt was most suitable for their children while 2 chose dual language as their program

choice and 1 chose TBE. This year the trend has been very similar with 100% of our parents choosing ESL as the program of choice for their children. At PS 199 we honor parent choice and we align our program models accordingly. If at anytime our numbers reflect the need to open a Dual Language or a TBE program, parents will be informed and classes will be formed.

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

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)?
 2. Instructional periods are 45 minutes each. This ensures the mandated number of instructional minutes are provided according to proficiency levels. Beginner and intermediate students receive 8 periods of ESL instruction, totaling 360 minutes weekly. Advanced students receive 4 periods of ESL instruction weekly, totaling 180 minutes of ESL instruction. All students receive 90 minutes of ELA instruction.

In kindergarten, we have two push-in ESL groups. Both groups meet for eight periods weekly. There are 9 children in one group and 15 in the other. There are beginner, intermediate and advanced students in each group. The beginners and intermediates receive 360 minutes of ESL instruction while the advanced receive 180 minutes. This same procedure is followed in grades 1-5 with all of our students being serviced through a push-in model. Since our classes are heterogeneously mixed, ESL teachers will service children within the class with the appropriate number of periods of service based on each child's 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. Content in ELA is delivered in English through Teacher's College in each of our program models. We follow units of study in both reading and writing to foster our student's development as grade appropriate readers and writers. Children read leveled books independently that are provided by the classroom teacher from the classroom library. They also work at their instructional level in guided reading groups using books that are one level above their reading level. The guided instruction allows them to navigate a more complex text with the support of a teacher. In order to maximize English language acquisition for ELLs, the ESL and classroom teacher work closely to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of our ELLs. To maximize language development, the teachers spend time planning together. This then enables the ESL teacher to meet the needs of her ELL students in a differentiated manner using ESL strategies. Such strategies include: frontloading vocabulary, graphic organizers, sentence starters and the use of interactive visual aides. This makes the content much more comprehensible for those students and helps them to meet the demands of the Common Core Learning Standards.

Content in Math is also delivered in English through the Go Math! program in both our ESL and TBE program. The Go Math! program is aligned to the Common Core Learning Standards and also addresses the ESL population by offering ESL strategies in each of its lessons. Our teachers use this component of the lesson by using methods that provide visual aides to the students such as charts and pictorial representations of various content. They also provide visual support through the use of manipulatives and graphic organizers. A glossary is provided to help develop content area vocabulary. In our TBE program, all key vocabulary is taught in the native language in addition to use of the glossary.

Social Studies is aligned to the CCLS standards in literacy as well as to the NYC Social Studies scope and sequence. Both program models follow this format with instruction being delivered in English. Teachers use the workshop model, read alouds and close reading as part of their teaching to ensure alignment to CCLS. In our TBE program, all key vocabulary is taught in the native language. Native language support for our ELLs in our ESL program is provided in the content area with the use of peer translators when appropriate as well as glossaries and additional translated trade books in the content area when available. Our science program is aligned to the NYC scope and sequence and uses components of the Teachers College Content Area units. In both models, instruction is delivered in English with language supports as necessary. In the TBE, content area vocabulary is introduced and explained in the native language. In our freestanding ESL programs, scaffolds to support language acquisition in the content area is provided in the forms of; charts, glossaries, word walls and translated materials when applicable.

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

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

For our bilingual program, children are assessed in reading, writing, math and content areas using teacher made checklists, rubrics and through one-on-one conferring. Students complete formative assessments and diagnostic tests in English and translated in their native language as needed.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition the classroom teacher as well as the ESL teacher do a number of things. To enhance an ELL child's listening and speaking skills, the children are read to often and take part in meaningful conversations around their read alouds. An activity such as the one mentioned allows the teachers to evaluate their listening and speaking skills. We conduct our read alouds at least three times a week so this form of informal assessment takes place a few times a week. The children also engage in independent reading and writing on a daily basis. Their reading and writing is evaluated frequently through conferring and small group work. Teachers confer with students at least once a week and meet with small groups 1-2 times a week depending on the level of the group. Final writing pieces are done at the end of each unit and are assessed with a rubric. These writing pieces are completed and assessed on a 4-6 week basis depending on the unit of study. These forms of evaluation allow the teachers to reflect on the progress the child is making in each of the four modalities. Feedback is provided to the student as to how he/she can improve upon their skills in all four modalities in order to move their language acquisition forward.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

e. For those students who are former ELLs, 37.5 minutes of extended day is offered to them for additional support. They are also invited to attend after-school academic programs. Additionally they are given time extensions on state tests for two years after scoring as proficient.

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?

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

Teachers use the A-Z membership as a resource for leveled books that are age and grade appropriate for our ELL students with disabilities. The ELL license that is offered with this membership allows teachers to work from content vocabulary books to teach targeted vocabulary. It also has graphic organizers that can be used to support their ELL-SWD in a differentiated manner and finally, it offers readers that are grade and age appropriate while always being aligned with the CCLS. The readers are content specific and relate to what children are learning in Social Studies and Science.

ELL-SWDs are always exposed to the use of technology in each of their classrooms through the use of interactive wipe boards. Some of the ways teachers incorporate this technology is by using video tutorials in English and Spanish and hands on interactive activities that provide visual/conceptual learning that align to the CCLS. This tool plays a key role in assisting in the improvement of language acquisition skills. Ipads are also used to support our ELL-SWD population. Apps are downloaded onto our ipads based on the needs of the children in any given class. Some apps that are being used are Tap to Talk, See-Touch-Learn, Magnetic ABC, Storia and Starfall.

All ICT and special education classes have ESL students. Our school runs on an 8 period schedule with each period being 45 minutes. Services are provided to ELL-SWDs based on their NYSESLAT level with beginners and intermediates receiving 8 periods of ESL a week while advanced students receive four periods a week. This ensures that IEP mandates are met and they are receiving services accordingly. We currently do not have any ELL-SWDs whose IEP mandates bilingual instruction.

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?

Our school uses a push-in model for ESL services to minimize out of classroom movement and maximize IEP services. Schedules are arranged so that mandated services and ESL services don't conflict. This type of scheduling allows for service providers to work on IEP goals and for ESL services to be delivered accordingly. ESL teachers are provided with professional development in meeting the needs of IEP students through Teachers College and the Office of English Language Learners. Additionally, teachers are trained in curriculum across various grade levels to meet the needs of their diverse ELL population. SWD's are placed in the least restrictive environments as mandated by their IEP's. This includes ICT classes. We currently have ICT and part time ICT classes on each grade. Grouping in these classes is heterogenous to maximize time spent with non disabled peers.

Courses Taught in Languages Other than English

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

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

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

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

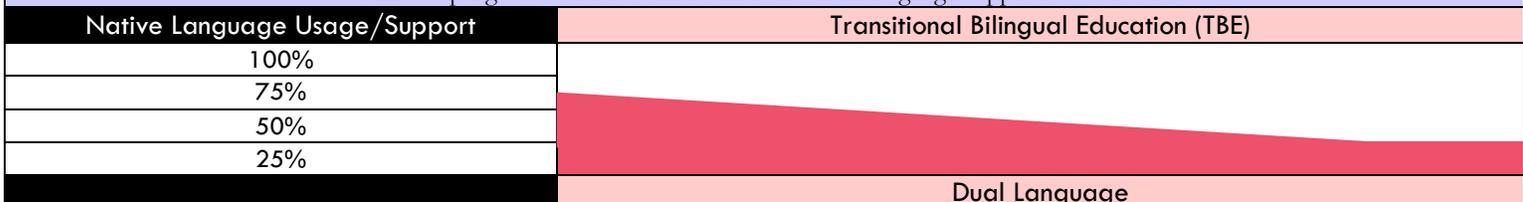
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.
- ELL students receive small group intervention during the Extended Day program. Identified ELLs receive Wilson Intervention from a licensed Wilson Reading Intervention teacher. After school programs in ELA, Math and Science are offered to all ELL students in grades 3,4 and 5.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our programs are measured through our NYSESLAT results with 64% of our 2013 kindergarten students progressing to the next proficiency level in their language development. Within that 64%, 6% became proficient. Our 2013 first graders had 56% of our students moving to the next proficiency level and similarly our 2013 second graders had 55% advancing to the next proficiency level. Our third grade had 78% advancing to the next proficiency level while in fifth grade 50% of the children advanced to the next level. The large numbers of children progressing to the next level in their language development is very indicative that our programs are meeting the needs of our ELLs in both content and language.
11. What new programs or improvements will be considered for the upcoming school year?
11. For the upcoming school year, PS 199 is planning to add more ipads in our classrooms. The apps on the ipads help enhance language development with an interactive approach. It is both non threatening and motivating for ELL children to use such a tool.
12. What programs/services for ELLs will be discontinued and why?
12. At this time no programs will be discontinued for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs participate in the full curriculum at P.S. 199. This includes Literacy, Math, Social Studies, Science, Technology, Music, Art and Physical Education. They fully participate in our curriculum because it is built into their classroom schedule. They interact with their non-ELL peers in all subject areas through partnerships and group work. Additionally, ELLs are invited to the extended portion of our day to receive small group instruction. They are supported by two teachers during that time. This support supplements the services they receive during the day. A Title III after school literacy program will also be offered to our 3rd, 4th, and 5th grade ELLs at the start of next year.
- All programs, both curricular and extracurricular are offered to our ELLs. Letters are sent to the parents of ELLs inviting their child to participate. Our enrichment programs in music and the arts are also opened to our ELLs. Children are given a choice as to what enrichment program they would prefer best. These programs give them an opportunity to express themselves in various, nonthreatening ways. The ELL population is represented in our ballroom dance program, our school band and they also star in leading roles in our school play. Parents are invited to share in these events with their child. Participation includes a family art show night, our annual dance festival and our school play. ELLs are part of all our school has to offer.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Technology is used to support ELLs through the use of ipads in the classroom. These ipads give students the opportunity to improve their literacy skills with the use of interactive apps. In addition to ipads, computers, ENO Boards, document cameras and Smart Boards are available in many of our classrooms to enhance the teaching and learning of all students, including our ELL population.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language support is delivered in various ways in our ESL and TBE program. One way P.S. 199 supports the native languages of our ELL students is by providing literature in their native language both in the classroom libraries and the school library. Parents are welcome to visit the school library to borrow books in their native language and in English to support student growth. To support the native languages that are reflective in our school, we have also provided parents with dictionaries. We provided this tool for parents so that they can assist their children.
- In our TBE program, in addition to the above, one period a day is devoted to native language instruction. Children are involved in

shared reading, shared writing, songs and poetry to support the native language. Key content area terms are delivered in the native language with ESL support and native language support. This model is followed in all content areas with the exception of ELA instruction.

Additionally, when applicable our school will send instructional notices home translated into native languages.

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

16. Required services support and correspond to the age and grade levels of ELLs. Teachers use the Common Core Standards and ESL standards to drive their instruction. Resources that are used with our ELLs in literacy are reflective of their reading levels and are appropriate for their ability based on running record assessments. Classroom libraries have many high interest, low level books for newcomers entering our classes in the upper grades. This ensures that they are interacting with books that are age level appropriate and that they are learning content that is reflective of their grade.

In our math program, teachers use the ESL and RTI portions of the Go Math! lessons to support the ELL population with the content of the lesson. There is also an ESL activity book that the teacher can use. The book is grade level appropriate, but offers ELL strategies in a manner that still allows the ELL student to learn the content.

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.

17. To assist newly enrolled ELL students before the beginning of the school year, parents of ELLs are given a parent handbook. This handbook is available in English, Spanish, Chinese and Urdu. The handbook provides the parents with information they need in order to assist with a smooth transition. Additionally, at the time of enrollment translators are called upon to assist the parents if need be and they also take the time to talk to the newly enrolled student in their native language. This gives them a sense of being welcome at our school and helps to make their transition smoother. This procedure is maintained throughout the school year.

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

18. What language electives are offered to ELLs?

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

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)?

19. We currently do not have dual language programs.

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. Teachers of ELLs, including the general education teachers, subject area teachers, bilingual teachers, ESL and special education teachers receive support in the teaching of Literacy. All teachers share common planning periods to facilitate professional development in Teachers College Reading and Writing Workshop model which the school uses. This philosophy of teaching allows teacher modeling, student engagement, accountable talk and differentiation of instruction. Teachers also use these planning periods to look at student data and make decisions on instructional strategies based on student work. All teachers receive professional development through Teachers College on teaching ELLs. Our new ESL teachers, Sarah Profitt and Michelle Fecu are also attending an ESL New Teacher Institute that is being given by the OELLs. Two of our ESL teachers have also attended "Unpacking the NYSESLAT-Implications for ELLs" workshop. It was also given by the office of ELLs and the goal was to help teachers prepare their students for the NYSESLAT exam throughout the year. These workshops were given on November 1 and 15. In the upcoming new year, 3 members of our ELL staff will be attending a NYSITELL Administration workshop that is also given by the office of ELLs. This will help ensure accurate administration of this new exam.

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

2. Teachers are encouraged to participate in professional development opportunities offered through the Department of Education's Office of English Language Learners. Teachers attending these workshops are asked to turn key the information to staff members during faculty conferences and lunch and learns. Currently our ELL personnel is taking part in an ESL institute that is being offered five times this school year: October 31, December 11, February 13, March 20 and May 21. The institute is being given by the Children First Network 409 & Education Consortium, LLC. This institute focuses on a conceptual model known as SDAIE: Specially Designed Academic Institute in English. This model teaches strategies to teachers that help to enhance the core curriculum for ELLs. Such strategies include brainstorming, jigsaw and choral reading.

3. Our guidance counselor, Lauren Horowitz, provides support to ELL students and their families as they consider their middle school options. She also provides assistance in the completion of the Middle School forms. This year Ms. Horowitz was available to assist parents one-on-one to fill out the middle school application. Translators were on hand and the translation hotline was utilized for assistance when needed. Ms. Horowitz and Ms. Zaugg, our ESL coordinator also work closely together in order to ensure that our ELLs have a smooth transition into middle school. The support provided is for the families of ELLs as well as the students. Additionally, school leadership provides opportunities for the staff to receive staff development on the middle school application process. Staff is given preparatory time by administration to complete middle school applications during the school day.

4. On a yearly basis, ESL Coordinator and Coach Nancy Zaugg conducts the mandatory 7.5 hours of ESL training for teachers who have not had the PD. As part of this PD, staff members are informed of the ELL identification process, strategies for supporting our ELL population and what we can do as a collaborative team to help our ELL population prepare for the NYSESLAT. These training sessions are held on professional development days, during common preps and faculty conferences. These sessions include our special education staff as well. Their schedule has a common prep built into it which allows them to be part of meetings with the general education teachers. Intervisitations in which teachers visit classes with ELL students are also set up as part of this training. This gives them the opportunity to see the interaction between the ESL teacher and the classroom teacher in a collaborative team teaching model. Videos have been taken of this particular type of collaborative team teaching and they are shared during our faculty conferences for all staff members to view. Teachers complete an exit form after their intervisitation and debrief with the teacher and the assistant principal. Teachers receive a certificate in their official file upon completion of the 7.5 hours.

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. To increase parental involvement for all of our parents, including the parents of ELLs, PS 199 offers a number of opportunities for our parents to be active members in their children's education. One way we foster parental involvement is by inviting parents to attend their child's class during Literacy Week. This gives the parents an opportunity to experience what occurs during our reading and writing workshop sessions. Another literacy event that we host is our Read Aloud Day which is run by our school librarian. On this day parents are invited to visit their child's class and read aloud a book to the children. Parents are also encouraged to read books in their native language. Additionally, parents are invited to publishing parties where they have an opportunity to visit their child's class and share in the experience of having their child read a piece of writing they've published. Other events that we've hosted specifically for our ELL population have been Mad Science Night and Art Nights with the MOMA. Our Mad Science Night was hosted by the NY Hall of Science. Various booths were set up with science experiments and both children and parents were involved in these interactive science activities.

Additionally, PS 199 holds many events in the evening in order to promote parental involvement across our entire parent population. Some activities include curriculum nights, movie nights, BINGO nights and a school play at the end of the year. It is the intent of all of these activities to support the home-school connection for all of our parents, including the parents of ELLs. Parent translators and staff members are available at these events to assist with communication.

2. Our school has a partnership with the Chinese American Planning Council. This partnership provides our school with an after school program. It is available to all of our students and the program provides homework assistance as well as recreational activities. Our parent coordinator also refers parents to this council if they have social service issues such as housing and food stamps. Our school also has a partnership with COJO (Council of Jewish Organization). This organization offers English classes to our parents at no cost. These classes are available to all of our parents, including the parents of ELLs. The classes are offered at five different levels for this reason.

PS 199 also offers workshops to address the needs of our parents by touching upon several different topics. Health Plus sponsors a workshop to help families obtain free or low cost health insurance. Dial-A-Teacher conducts a workshop on how parents can assist their children with their homework. We also have a representative from Public Health Solutions come in to assist parents in getting WIC for their children if they qualify. Additionally, we have a partnership with the Midwood Development Organization. They have a representative that comes to our school during PTA meetings to speak to our parents about housing issues. In order to facilitate communication with ELL parents, we have parents from our PTA committee that volunteer their time to serve as translators and we have staff members on hand that assist with translating as well.

3. The needs of our parents are evaluated through our open lines of communication. Parents and teachers communicate via email whenever necessary. Every effort is made to accommodate parents accordingly. Additionally, our parent coordinator is always available at morning line-up and afternoon dismissal to communicate with parents on various issues. She is also available via email so that parents can contact her with any needs that may arise. She attends all of the PTA meetings and parents workshops. She is an advocate for our parents and works very closely with them to meet the needs of the parents as well as the children. Additionally, to be sure that all parents receive the necessary information the school is providing we have them fill out a questionnaire regarding their native language. This allows us to provide written communication in their native language as well as oral communication through the translation service. This process ensures that there is never a break down in communication and if there is something their child needs, we will always do our best to assist them.

4. Parental involvement activities and workshops are offered based on parent needs as per a questionnaire and any communication that has been directed to our parent coordinator in terms of what the parents feel would be helpful to them. They are also based on what we feel as a school are meaningful activities to get parents involved. It is through these communications that we evaluate our ELL parent workshops. This year and in years past, workshops were given that help parents with familiarizing themselves with the CCLS. This year we also provided workshops that assisted parents in the understanding of our Go Math! program and what they can do to help their child. We also will be providing a workshop on improving academic progress. Parent translators and staff members that can assist with translating are available at our meetings. This allows for clarification and for questions to be addressed when necessary.

E. Additional Information

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

Paste response to question here:

School Name: PS 199

School DBN: 21K199

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosalia Bacarella	Principal		11/1/13
Gina Leahy	Assistant Principal		11/1/13
Rita Velic	Parent Coordinator		11/1/13
Aimee Grassini	ESL Teacher		11/1/13
Samina Azam	Parent		11/1/13
Nadia Ciaccia	Teacher/Subject Area		11/1/13
Chaya Twerski	Teacher/Subject Area		11/1/13
Nancy Zaugg	Coach		11/1/13
	Coach		1/1/01
Lauren Horowitz	Guidance Counselor		11/1/13
Neal Opromalla	Network Leader		11/1/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K199 School Name: 199

Cluster: 4 Network: 409

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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.

In years past, our parent handbook was translated into Spanish, Chinese and Bengali by an outside vendor. It is anticipated that we will contract with this vendor to update these translations. All DOE letters are provided to parents in the translations available. Additionally, we've provided report cards translated into Bengali, Urdu, Chinese, Russian and Spanish to parents that prefer a translated version.

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

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

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

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



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. 199 Frederick Wachtel	DBN: 21K199
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: This after school program will provide direct instruction to ELLs to prepare for the New York State ELA and Math assessments. The program will meet one day per week for 2 hours after school from Decembr 4, 2014 to April 9, 2015 and the program will be same in the following school year. There will be one class on each of the 3rd, 4th and 5th grades with 56 ELL students and 31 former ELLs (Former ELLs will be included after extensive outreach is made to the eligible ELLs is done to attend the Title III program.). Title III funds will be used for two ESL teachers to provide direct instruction to these ELLs. We've found that ELL students in particular need the additional support and practice in order to meet standards on the state assessments. At the same time, they require language scaffolding and strategies appropriate to their level of language acquisition. Two certified ESL teachers will work with 3rd, 4th and 5th grade teachers who are experienced in preparing students for these assessments in order to plan instruction that will meet the needs of the ELLs in the program. The ESL teachers will push-in and co-teach with the teachers in each class on a rotating basis. They will use test preparation materials supplemented with additional resources for language support.

Title III funds will also be used to purchase NYSESLAT Test Preparation materials. iPads will be used to increase reading engagement with ELLs.

Part C: Professional Development

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

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

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

Part C: Professional Development

Date and Topics of the Professional Development are as follows:

November 20 -- Scaffolds to help ELLs Meet the Rigors of the ELA; Scaffolds to help ELLs Meet the Rigors of the Math

Additional PD will also be planned for the Title III teachers. They will attend trainings offered by the NYCDOE offices.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 199 has established a Parent Engagement Team for Parents of ELLs. This team is charged with developing events, activities and workshops which engage parents in supporting their children to achieve academically and socially at school. The first of these events is scheduled on November 20th. ESL teachers will provide a workshop to parents of ELLs on reading strategies.

Parents will be notified of this and other events through a letter which is backpacked home. The letter is translated in the major languages spoken at PS 199 (Russian, Spanish, Urdu, Bengali, and Chinese). Interpretation services will be available during the workshop as needed.

The Team's goal is to plan 2 more events/workshops for the 2014-15 school year and the following school year. One will be a celebration of student work and the second will be a workshop on how parents can help their children prepare for the NYSESLAT.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per 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)		
Travel		
Other		
TOTAL		