

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

School Name: P.S. 99Q
DBN (i.e. 01M001): 28Q099
Principal: PAULETTE FOGLIO
Principal Email: PFOGLIO@SCHOOLS.NYC.GOV
Superintendent: MABEL MUNIZ-SARDUY
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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*.

1. 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**.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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.
4. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Paulette Foglio	*Principal or Designee	
Melanie Honore	*UFT Chapter Leader or Designee	
Mayra Escobar	*PA/PTA President or Designated Co-President	
Darlene Connell	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	
Aida Trujillo	Member/ Assistant Principal	
Eileen Doyle	Member/ Teacher/3-6 GE/3-6 ELL	
Meghan Parillo	Member/ Teacher/3-6 SE/Clusters	
Susan Raia	Member/ Teacher/K-2 ELL/K-2 SE	
Cyntia Gomar	Member/ Parent/3-6 SE	
Jackeline Jauregui	Member/ Co-President/K-2 SE/Clusters	
Eillen Kim	Member/Parent/K-2/GE	
Christopher Wong	Member/Parent/Related Services	
Silva Eden	Member/Parent/3-6 GE	
Ana Reza	Member/Parent/Related Services	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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)
	Title I Plan (Only for schools receiving Title I funding)
	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, 95% of teachers will have integrated the use of Hess' Cognitive Rigor Matrix to improve the level of rigor embedded in the Common Core Learning Standards aligned to instructional units resulting in the improved performance in literacy by at least a 5% increase in performance of students on the MOSL Assessments.

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.

We realized by looking at our state assessment data, that we went up 15 points in math and only 5 points in reading. Through discussions with our literacy team, cabinet and School Leadership Team, we have decided that working on improving the level of rigor embedded in the literacy instructional units would be instrumental in helping to increase student performance in English Language Arts. In addition, careful noticing of teacher practice during observations revealed a lack of rigor in some lessons.

Analysis of our Elementary School Quality Snapshot for the 2013-2014 school year shows:

*38% of our students in grades 3-6 performed at proficiency level on the New York State English Language Arts Test.

*58% of our students in grades 3-6 performed at proficiency level on the New York State Mathematics Test.

*The City average for performance at proficiency level is 30% for ELA and 39% for the Mathematics Test.

*The district average for performance at proficiency level is 33% for ELA and 44% for the Mathematics Test.

Instructional Strategies/Activities

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

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

1. Teachers will engage in a series of professional development workshops presented by our literacy coach/assistant principal around developing appropriately rigorous tasks that directly address the standards.
2. Teachers will utilize the Hess' Cognitive Rigor Matrix during planning to improve the level of rigor in their lessons.
3. The coach will work with teachers, especially our new teachers, to ensure that they are receiving personalized support to improve their planning and lesson delivery.
4. Teachers of grades 2 through 6 will use the i-Ready program and its web-based program components which incorporates the Hess' Cognitive Rigor Matrix into the lessons.
Grades K and 1 will use the Core Knowledge Language Arts Program, Grade 2 will use Mondo and Foundations, Grades 3 and 4 will use Fundamentals and Grades 5 and 6 will use the Expeditionary Learning program. The entire school will also use myON (digital library) to promote independent reading at home.
5. The literacy and math teams will meet regularly to evaluate the use and effectiveness of the Hess' Cognitive Rigor Matrix in raising the level of teacher practice and improving students' ability to respond to text at a higher cognitive level.

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

1. The assistant principal and literacy coach will work with the literacy team and math team members, classroom teachers, cluster teachers and service providers regularly throughout the school year.
2. Teachers will plan with the Hess' Cognitive Rigor Matrix.
3. Our literacy coach, serving as mentors, will work closely with our new teachers to improve their practice.
4. Our school will use the i-Ready books and i-Ready web-based program, Go Math! myON (digital library), Core Knowledge Language Arts, MONDO, Fundamentals, Foundations and Expeditionary Learning as our main curriculum programs.
5. The literacy and math teams, comprised of one representative from each grade, will meet regularly throughout the school year.

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

1. Teachers will be given various opportunities through grade planning sessions, math team, literacy team, and teacher share meetings to reflect on the use and impact of the Hess' Cognitive Rigor Matrix to improve the level of rigor in their classrooms. I-Ready interval assessment data will help to determine the effectiveness and assess the impact on student performance. Teachers will self-evaluate and reflect with administrators during post observation conferences on how the use of the Hess' Cognitive Rigor Matrix has improved their practice.

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

1. This work began in September 2014, and will continue until the end of the year, June 2015.

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

1. Teachers will be given a minimum of two common preps a week, monthly preps will be built into preparatory schedule to allow for math and literacy team meetings.

Strategies to Increase Parental Involvement

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

Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their children at home. In addition, parents will be kept informed about progress being made with this goal through attendance at School Leadership Team, Parent Association and Tea with the Principal meetings. Parents also have access to links to myON and i-Ready on our school website under parent resources.

Budget and Resource Alignment

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

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

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, 100% of classroom teachers will engage in data discussion cycles utilizing interim assessments in both reading and math to monitor student progress and adjust instruction resulting in improved performance measured by at least 75% gains on the ELA and Mathematics Benchmark Assessments.

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.

We realized from conducting grade meetings after a simulation English Language Arts and Mathematics test that teachers needed more time to adjust instruction after taking a close look at the results. Feedback at teacher meetings alerted us that diagnostic tests needed to be given earlier and throughout the year to provide more time for teachers to create action plans that would provide individual instructional prescriptions.

Analysis of our Simulation ELA Test indicated :

- * 11.8% of students in grade 3 performed at proficiency level in ELA
- * 61% of students in grade 4 performed at proficiency level in ELA
- * 22 % of students in grade 5 performed at proficiency level in ELA
- * 25% of students in grade 6 performed at proficiency level in ELA

Analysis of our Simulation Math Test indicated:

- * 30% of students in grade 3 performed at proficiency level in Mathematics
- * 47% of students in grade 4 performed at proficiency level Mathematics
- * 33 % of students in grade 5 performed at proficiency level in Mathematics
- * 35 % of students in grade 6 performed at proficiency level in Mathematics

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. We will implement the i-Ready web based programs in both English Language Arts and Mathematics for grades 2 through 6 and grades K and 1 will use the Core Knowledge Language Arts and Go Math! benchmark assessments.
2. Students will be assessed at three intervals throughout the school year.
3. Teachers will engage in data discussion cycles to review data in the respective programs by analyzing areas of strength and areas needing improvement.
4. Teachers will create an action plan containing strategies for corrective teaching, intervention and extension. Flexible Academic Intervention Services/Enrichment groups may be modified throughout the year.

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

1. Classroom teachers and service providers will implement programs mentioned above.
2. Students in grades 2 through 6 will take three English Language Arts and Mathematics i-Ready interim assessments and students in grades K and 1 will use interim assessments from Core Knowledge Language Arts and Go Math!
3. Time will be scheduled during the professional development sessions on Mondays to enable teachers to meet with their grades and analyze data from interim assessments.
4. Teachers will share action plan with service providers to ensure cohesiveness.

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

1. The results from the next assessment will determine the effectiveness of the strategies implemented based on the previous assessment. Data will be analyzed three times a year with time built in to work on the action plan. These cycles are in addition to ongoing teacher analysis of student work and program based assessments.

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

1. This work will start in September 2014 and conclude in June 2015.

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

1. Teachers will be allotted time in the Monday professional development schedule to meet with their grade to analyze data and create action plans to adjust instruction and improve student performance.
2. The assistant principal will create a schedule so that grades 2 through 6 can utilize both computer labs to complete assessments in English Language Arts and Mathematics using the i-Ready program.
3. A schedule is created to allow Academic Intervention Services and Enrichment groups the opportunity to work on the i-Ready program during the school day in our computer labs.
4. Students will also have access to the i-Ready Program at home.

Strategies to Increase Parental Involvement

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

Parents will have the opportunity to attend a workshop on i-Ready. Teachers will discuss how the i-Ready program and other programs work during curriculum conferences and links will be provided on our school website. This will enable parents to support students in using these programs 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		Title IA		Title IIA		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, 100% of students will be immersed in curricula instruction that emphasizes the development and use of academic language across the content areas resulting in a 20% increase in the sophistication of students' ability to communicate complex information either through the spoken or written form as measured by the MOSL Assessments.

Comprehensive Needs Assessment

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

After reflecting with teachers at the end of the year during the Summative Conferences, it was determined that academic language needed to be addressed more deeply. Teachers noticed that students struggled with the academic language content in the curriculum. In addition, a mock quality review revealed the need to emphasize the use of academic language throughout the grades.

Analysis of the School Quality Guide for the 2013-2014 school year indicates:

*11% of students are English Language Learners

*18% of students have IEPs

*37.7% of students performed at proficiency level on the ELA Test in the Student Achievement category.

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. We made academic language our instructional focus for the 2014-2015 school year.
2. We scheduled time in the Monday professional development schedule to provide teachers with specific workshops to address this focus.
3. A subgroup of teachers is working closely with our English Language Learners network liaison to pilot proven academic language strategies across all grades.
4. The liaison will conduct professional development sessions with the entire staff throughout the year.
5. The work of the liaison will be reinforced at literacy team meetings.
6. Teachers will work on specific strategies such as using Instructional Prompts, developing student personal word work folders and language objectives.
7. Classroom environment will also contain content specific word walls and anchor charts.

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

1. Teachers, literacy coach and administrators
2. Assistant principal and literacy coach will create a Monday professional development schedule
3. Pierre Galvez, English Language Learners Network Liaison, literacy coach and assistant principal will work with our staff throughout this school year.

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

1. Teachers will be given opportunities to work with teachers in the subgroup. Teachers in subgroup will act as experts in this area to provide teachers with additional support. Selected teachers are reviewing professional periodicals to locate and share resources on this topic.
2. Teachers will be able to reflect on the progress of this work at grade and literacy team meetings.
3. Instructional rounds will reflect evidence of this work through feedback at post conferences.
4. This goal is gauged looking at student work and discussion.

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

1. This work begins in September 2014, and concludes in June 2015.

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

1. Professional development time will be provided on Mondays throughout the school year. Time has been built into the preparatory schedule each month so that the literacy team can meet on a regular basis to provide support in this area. (Each grade has at least two common preps.)

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).

Two certified English as a Second Language teachers provide parents with an English as a Second Language class once a month. Parents will be able to attend other workshops at our school throughout the year that address this goal. Attendance at School Leadership Team and Parents' Association meetings will keep parents informed of the progress we are making towards this goal.

Budget and Resource Alignment

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

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

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.

By June 2015, the New York City Blueprint for the Arts, including New York State Arts Standards will be implemented for 100% of students in grades K through 6 as a way to build sustainability in all four areas of the Art forms while strengthening partnerships with cultural institutions.

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.

Reflections during School Leadership Team and Parents' Association meetings concluded that it is imperative to continue with all our Arts programs. We have frequent parent requests to sustain and expand our existing Arts based programs on all grade levels.

Analysis of the NYC School Survey 2013-2014 Report indicates:

- 100% of parents agreed with the statement: My school offers a wide enough variety of programs, classes, and activities to keep students engaged.
- 92% of parents agreed with the statement: My school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.
- 70% of students stated that they participated in an art class.
- 76% of students stated that they participated in a music class.
- 36% of students stated that they participated in a theatre class.

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. Throughout the 2014-2015 school year, instruction in all four Art forms will continue including the usage of Art tools.
2. Students will take trips to cultural events, i.e.: American Ballet Theatre at Frank Sinatra High School, Queens Museum of Art, Queens Borough Hall, Kew Gardens Community House, etc.
3. Students will engage in self-reflection at the end of art projects.
4. Partnerships with Arts agencies, Studio-in-a-School and Cultural Afterschool Adventures (CASA) Program throughout the year will continue to develop appreciation of the Arts. Students will focus on the Panorama Exhibit at the Queens Museum of Art. They will also work with the book, Invisible Cities by Italo Calvino to inspire them to create their own individual imaginary cities. A variety of mediums will be used to construct these imaginary cities.
5. Artist in residence will work closely with Enrichment and Talented and Gifted teacher and their students on a variety of topics.
6. Our Sixth Grade students will perform, The Lion King at an end of the year performance.
7. The author, Richard Lewis will partner with grade 3 in an arts project entitled, In This Small Box. In this project, students will explore the life of the imagination as it is found within a sense of curiosity.

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

1. The art cluster teacher, artist in residence, Studio-in-a-School teachers, author Richard Lewis, and music/dance cluster teacher will be instrumental in attaining this goal.

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

1. The outcome of the Lion King Performance, reflections of student work and exhibition of art pieces in school art gallery will be used to evaluate the effectiveness of these programs.

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

1. These activities and events will take place throughout the 2014-2015 school year.

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

1. The program schedule includes an art cluster, Talented and Gifted and Enrichment periods, common preps for teacher planning sessions, hiring of Artist in Residence and Partnerships with Studio-in-a-School, Queens Museum, Queens Library, and Touch Stone Center.

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).

Parent workshops will be offered. We will disseminate materials and notices of upcoming local Arts events, hold an

Annual "Arts Celebration" night for parents to view student work and performances and we will also hold a Multicultural Festival.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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.

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	Grade 1 Foundations (41) Grade 2 Reading Recipe (8) Foundations (9) Grade 3 i-Ready (45) Foundations , ETA Versatile Cuisenaire and i-Ready(10) Grade 4 Comprehension Strategies (63) Reading Recipe, ETA Versatile Cuisenaire, and i-Ready (5) Grade 5 Comprehension Strategies (48) Reading Recipe, ETA Versatile Cuisenaire, and i-Ready (6) Grade 6 Comprehension Strategies (20) Reading Recipe, ETA Versatile Cuisenaire, and i-Ready (7)	Small Group	During the school day.
Mathematics	Ladders for Success, Essential Strategies for Math Success and i-Ready Grade 3 (23) Grade 4 (6) Grade 5 (6) Grade 6 (11)	Small Group	During the school day.
Science	N/A	N/A	N/A
Social Studies	Enrichment and Talented and Gifted through Social Studies Grade 3 (50) Grade 4 (37) Grade 5 (35) Grade 6 (26)	Small Group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Gr. K. (3), Gr. 1. (2), Gr. 2 (2), Gr. 5 (1), Gr. 6 (2)	Small Group	During the school day.

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	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.

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 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: PS 99	DBN: 28Q099
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Leapfrog ELL Title III LEP program for Grades K-2 will meet on Wednesday, Thursday and Friday from 7:45 a.m. to 8:30 a.m. in the Annex(before the official start of the school day) . A certified ESL teacher will service the students in grade K-2 . There are approximately twenty students serviced in this program. The number of students in the program vary due to the fact that newly ELL enrolled student are invited to attend this morning program, however the number at the start of program is twenty. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program called Leapfrog. The students are provided with level appropriate instruction on a variety of language art skills. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The Leapfrog program will be expanded into the classroom so that an ELL student can continuously practice literacy at their own independent level. The Leapfrog program is already in use at our school, so no extra funds are needed for it. In addition, Reading EGGSPRESS program, is used with the students in the program. Reading Eggspress is designed to build reading and comprehension skills. Using a highly engaging spinning island, children are instantly involved and interested. They explore a complete world with a wide variety of both learning and fun experiences. The range of activities motivates students to return regularly to complete lessons, compete against others, earn more rewards and improve their skills. This program is used in our school currently causing no extra cost for it.

An ELL Title III LEP program for Grades 3-6 will meet on Tuesday, Wednesday and Thursday from 7:45 a.m to 8:30 a.m. in the Main Building. These students will be working on the i-Ready online program. i-Ready is a online program built on the Common Core State Standards that is adaptive to each student and automatically diagnoses individual student strengths and weaknesses. It provides instructional recommendations for individual students and tools to communicate with families about student performance and progress. In addition, these students will also be working on a math online program called Spatial Tempural Math (ST MATH) which will be bought using the Title III Lep Program money. It is a visual based math program that has no language barriers for non english students. ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. The program help students make connections between the visual representations from ST Math and symbolic representations found in their common core instruction. With the touch functionality of ST

Part B: Direct Instruction Supplemental Program Information

Math students experience an even greater level of interactivity.

The ESL teacher will be funded through Title III funds as indicated on the Title III LEP Program School Building Budget Summary. This service received by the students from the ESL teacher is above and beyond the CR Part 154 mandates. All the ELL students being served in the morning programs receive ELL support during the day by a licensed ESL teacher. This program will have 60 sessions and run from November until April .

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: The Leapfrog Title III LEP teacher provides support to classroom teachers who use the program in their classroom. The ESL teachers also attend professional development workshops through Network 209. The methodology learned to support the ELL students is shared at Literacy Team meetings, Math Team meetings and grade conferences. An ESL teacher resource room is available with materials that can support the ELL in the classroom. Professional Development that teachers will be provided are: Creating an Interactive Classroom using ELL Strategies; Scaffolds to Help ELL Readers; Developing Academic Language, Optimal Conditions for Language Learning; Implementing Leapfrog in the Classroom for ELL Students; Online i-Ready training. The professional development delivered will be at no cost to Title III allocations. The professional development is provided every other month and presented by the certified ESL teachers during common preps and Professional Development Mondays. In addition, training for the Spatial Temporal Math Program will be given by the company for the ELL teachers working in the am program and classroom teachers of ELL students.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our school provides activities targeted toward the parents of ELLs in order to impact higher achievement. During parent teacher conferences, which are held twice a year in November and March, we provide interpreters in a variety of languages. Throughout the year workshops are offered by the ELL/Data Specialist to inform ELL parents of school and state initiatives. Topics include using ARIS to access academic information, using i-Ready and ST MATH to strengthen ELA and Math skills at home and information about state testing. Parents are informed of these workshops by letters sent home in their language. Parents are offered interpretation services during the workshops. In addition a bimonthly ESL class is provided to all PS99Q ELL parents by 2 certified ESL teachers.

Part E: Budget

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7623.40	One ESL certified teacher Grades K-2 (Wed,Thurs,Fri): \$2971.60 (60 sessions of program) Starts: Oct 29th-April 2nd Grades 3-6 1 ESL certified teacher \$2971.60 (Tues, Wed, Thurs) and 1 Common Branch Teacher(Tues, Wed) : \$1680.20 (60 sessions of program) Starts: Oct 28th-April 2nd
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1166.40	Training for staff to use Spatial Temporal Math Program (Training provided by the company of ST MATH)
Supplies and materials	\$2624.20	Online Spatial Temporal Math

Part E: Budget

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

Allocation Amount: \$11664

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">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		program for ELL students
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$250.00	Refreshments for ELL parents during workshops
TOTAL	\$11,664	_____

**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 28	Borough Queens	School Number 099
School Name PS 99		

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 Paulette Foglio	Assistant Principal Aida Trujillo/ Nick Sforza
Coach Mary Iadevaia	Coach type here
ESL Teacher S Goldberg/N Alaeva/F Mooney	Guidance Counselor Suzan Bruck
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jordan Holtzman
Related Service Provider type here	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	839	Total number of ELLs	95	ELLs as share of total student population (%)	11.32%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	2	2	2	2	2	2	2							14
SELECT ONE														0
Total	2	0	0	0	0	0	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	27
SIFE		ELLs receiving service 4-6 years	47	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	10	7	1	9	8	1							40
Chinese	1		1				1							3
Russian	4	2			2	1	2							11
Bengali		1		1										2
Urdu	4	3	3	1	2	4	3							20
Arabic	3	2	1	2		1								9
Haitian														0
French														0
Korean						1								1
Punjabi						1								1
Polish				1	1									2
Albanian														0
Other	1	1		1	1	1	1							6
TOTAL	17	19	12	7	15	17	8	0	0	0	0	0	0	95

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)	17	2	3	2	0	4	1							29
Intermediate(I)		12	4	3	8	3	2							32
Advanced (A)		4	5	2	7	11	5							34
Total	17	18	12	7	15	18	8	0	0	0	0	0	0	95

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					0
4	9	2			11
5	8	6			14
6	6	0			6
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		3		2				14
5	5		7		1				13
6	7		0		1				8
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		5		7				13
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
The assessment tool our school uses to assess early literacy skills of our ELLs are: Leapfrog, Mondo benchmark assessments and the NYC Performance Task. These results are shared with the ESL teachers in order to plan appropriate instruction for ELLs. This information coincides with the results from the NYSESLAT.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After analyzing NYSESLAT data in the four modalities across proficiency levels and grades, it can be determined that students in grades K-2 have greater language deficiency in writing and reading, while, students in grades 3-6 need more assistance in oral skill development.
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](#))
As writing scores are the lowest of the four modalities, content-area instruction is linked to reading and writing in ESL classes. The Balanced Literacy model is used to provide instruction that develops language acquisition through the four modalities: reading, writing, listening and speaking. The teaching model includes strategies such as think-pair-share, accountable talk, guided reading and writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. After reviewing data from the NYS ELA test for the 2012-2013 school year, we found that the ELL students mostly scored on level 1 or 2. There were a total of 31 ELL students that took the ELA test: 25 % (8 students) scored at Level 2;; 74% (23 student) at Level 1. The majority of the students that scored the lowest level are newcomers having been in the school system for one to three years and/ or are special education students. Based on these results, additional instruction will be provided to the students who scored between Level 1 and 2 using Leapfrog. Also, these students need more time to acquire the language in order to reach a higher level. ESL instruction will continue to be aligned with the Common Core Learning Standards. The results of these tests are due to the new rigorous test that was given in the 201-13 school year.
 - b. The results of the 2012-13 NYS Math test show a larger number of students are not meeting the standards. There were a total of 35 students that took the test: 60% (21 students) scored on Level 1; 29% (10 students) scored on Level 2; 11% (14 students) scored on Level 3. In our ESL classes math will continue to be integrated into the curriculum to help the students move from one level to another. We are also offering an AM math program to assist these students with their math skills.
 - c. After reviewing the NYS Science scores from 2012 and 2013, it is evident that a need for a science tutorial is needed to increase science skills. A Discovering Learning Science tutorial program will be given during the extended day to the 4th grade students, which include ELL students. This will help provide extra test taking skills in Science. Based on these findings the ELL teachers will continue to focus on content instruction in their ESL classes to enable the ELLs to improve their knowledge of Science topics.
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](#).)
In grades K-6 we use the results from Foundations, Mondo Benchmark Assessments, NYSESLAT, and MAI/RAI scores to place students in the appropriate tiered intervention services. Our ELL Tier 2 students have an AM Leapfrog program that is taught by a licensed ESL teacher. After the designated time frame for the Tier 2 intervention, students are then reassessed. If students qualify for Tier 3 intervention, they are then placed in a small group for instruction with a special education teacher during the school day.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers pair students in need of second language development with a student that speaks the same language in order to enable them to understand information being taught. Also, the ESL teacher gives each classroom teacher an articulation form to fill out so the ESL teacher can connect her lessons to the classroom teacher. In order for ESL students to gain appropriate vocabulary, we have implemented a discovery learning program . As part of the program, students are exposed to vocabulary and concepts through virtual internet visits.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of PS 99's ESL program is evaluated by the results of the NYSESLAT, NYS ELA, NYS Math test and the Progress Report. ELL teachers carefully analyze test results in September to design the ELL program for the upcoming year.

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](#).)
To identify the students for possible ESL eligibility they need to go through the following steps:
 - a. The secretary provides the parent with the HLIS survey to fill out at registration in their native language. A certified ESL teacher assists with completing the HLIS. If native language is unavailable translation services are provided by on site staff or by NYCDOE's translation and interpretation unit.
 - b. An ESL certified teacher conducts an informal interview in English (and in the native language with the help of another teacher) with the newly enrolled student.
 - c. Then a certified ESL teacher administers the English/Spanish LAB-R within 10 days of registration. If necessary, the Spanish LAB R is administered to Spanish speaking students by a bilingual certified ESL teacher.
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.
P.S. 99's ESL teachers provide parents of newly enrolled ELLs with an orientation describing various bilingual and English as a Second Language (ESL) programs/models. The first orientation is scheduled at the end of September after all the new admits are tested with the LAB R. Another orientation is given in October and November if needed. If parent is unable to attend any of the orientation sessions the ELL coordinator will contact them as well as the parent coordinator. During the orientation the ELL teachers explain the different programs offered to ELL students: Transitional Bilingual, Freestanding ESL, and Dual Language. A video is shown to help assist in the explanation of ESL services. Based on this orientation, parents and guardians can select a bilingual or ESL program or model they feel will most benefit their children.
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 [\[see tool kit\]](#).)
In September, after NYSESLAT scores are received the ESL teachers send the continued entitlement letters home with the students. The letters are signed by parents and returned to ESL teacher. Then, they are placed in child's cumulative folder. Also, copies of those letters(not signed) are placed in student cumulative folders. The Parent Survey and Program Selection forms are filled out at the parent orientation meeting and parents are given the child's entitlement letter to sign. They are also placed in cumulative folder.
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.
ELL students are placed in an ESL program based on their NYSESLAT or LAB-R scores. At P.S.99 ESL teacher programs are designed to assure that the mandated number of instructional minutes are provided according to the proficiency levels of the students. Students will receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week. All ELL students will be pulled out during an enrichment period when all mandated students (SETSS, OT, AIS Reading, and AIS Math) in that grade are being serviced. The students that remain in the classroom will be engaged in an enrichment activity with the teacher. This enables the ELL and other serviced students to participate in all required curriculum subjects. A letter, in English or native language, will be sent home with the student to inform parents of the program their child is in. It includes the ESL coordinators contact information if parents has a question related to the program. A copy of the letter is kept in the student's folder along with the signed tearoff.
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.
In May the NYSESLAT is given to all ELL students in order to evaluate their progress in English language proficiency. The students are given the four strands to assess their Speaking, Listening, Reading and Writing skills defined by NY State's English as a Second Language Learning Standards. In order to maintain test validity two teachers simultaneously administer the Speaking part of the NYSESLAT. Any discrepancy is brought to the ELL coordinator. The other parts of the NYSESLAT are given with two teachers in the room. In August, results are provided to the ELL teachers in scaled measures(Beginners, Intermediate, Advanced and Proficient) in order to create a program to provide proper ESL services to each student in our school. Students will continue to receive ELL services until they learn English well enough to participate in English-only classes. Our teachers use the student's NYSESLAT scores along with

the other State test scores to determine which instructional standards to focus on and base instructional programs.

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. *①*
Data from the Parent Survey and Program Selection forms from the past few years indicates that the Freestanding ESL program is the requested program in PS 99. P.S. 99 program selection will be aligned with parental requests since 100% percent of parents request this program.

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])?
 - a. P.S. 99 provides two instructional models for the ELL population. A "Pull-Out" and "Push-In" Program will be provided for grades K-6 for English Language Learners. The teachers will emphasize content instruction in science, social studies and math in congruence with the grade curriculum, CCLS and ESL standards and collaborative planning. More emphasis will be placed on writing and reading within the content areas, since these areas present the most difficulty for our ELL students, based on the current data.
 - b. The ELL students are grouped heterogeneously. In grades K-6 Beginner, Intermediate and Advanced students will be grouped together for one period according to their grade during the scheduled enrichment program. The remainder of mandated instructional time will be provided for Beginners and Intermediate students heterogeneously.
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)?

The three certified ESL teacher will insure that the students receive the NYS ESL/ELA instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week. ESL

teachers collaborate with classroom teachers to enable ELL advanced students to receive mandated number of ELA instructional minutes.

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.

Teachers will scaffold academic language to content areas to support ELL instructional strategies. A variety of materials will be used to support the learning of ELLs, such as realia, print, visual media and technology. For example, the Go Math intervention kit is used as an instructional tool for math content teaching as well as National Geographic for social studies and science content teaching. P.S. 99 will be in continued compliance with the Core Curriculum and utilize ELL intervention kits and guided reading books for differentiated instruction during the school day. Students' literacy in their native language will be taken into consideration, as books in several native languages are placed in classrooms. In addition, given the demands of the CCLS ESL teachers will continue to develop critical thinking skills. Teachers will strive to reach higher DOK levels of thinking. ELL students in need of AIS services receive instruction in an AM program with 2 certified ESL teachers.

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

At PS 99 we have a staff that is fluent in many languages(Spanish, Russian, Hebrew, Urdu, Arabic). They are available to assist in evaluating a new admit.

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

Our ESL teachers use all 4 modalities in each instructional period. The teachers are constantly assessing students throughout their instruction.

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. SIFE students, who have experienced interruption in their formal education, will be provided with extra support from reading and math AIS teachers. They will be given opportunities to attend educational programs both before and after school. Currently our school has no SIFE students.

b. ELL students in U.S. schools less than three years will receive similar services as the SIFE students in order to acquire English language proficiency within 3 years. They will be given explicit frameworks for reading, writing, speaking and listening. The ESL teachers will provide individual support within their mainstreamed groups to develop language acquisition and learning strategies that will prepare them to think critically and to function more effectively in their classrooms. These students will also be using Leapfrog to assist them in acquiring different reading and math skills.

c. The ELL students receiving services for 4-6 years will receive support through SIOF instructional methodology by the ESL teacher. They will also be using Leapfrog and a web-based program Acuity to assist them in acquiring different reading and math skills.

d. Long-term ELLs will receive continuing transitional support within and outside of the classroom. These students will be enrolled in the extended day program to assist them in their individual needs.

e. Students identified as ESL with special needs according to SBST identification are fully serviced. Service providers, i.e. self-contained special education teacher, resource or speech teachers, in conjunction with the ESL teacher ,determine guidelines for language acquisition. IEPs will reflect an achievable aim or goal to develop language.

f. Former ELL's are placed in AIS groups(based on assessment results) and receive extra time on state tests.

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?

Our ELL teachers use a variety of instructional strategies and grade level materials with their students. They use National Geographic to provide students with access to academic areas based on their abilities. Leapfrog is also used to provide immediate feedback to the students on their reading/math skills and enable the teacher to use data to drive instruction. Smartboards are used to develop language by enabling students to manipulate the board and have tactile experiences. They also have a variety of discussions based on the lesson.

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 ELLs are serviced during their grade level AIS/Enrichment period, a time when all students are receiving instruction based on their academic needs. This ensures ELL's are not missing classroom instruction. In addition, an articulation form is given to all classroom teachers in order to provide continuity and consistency in ELL instruction.

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

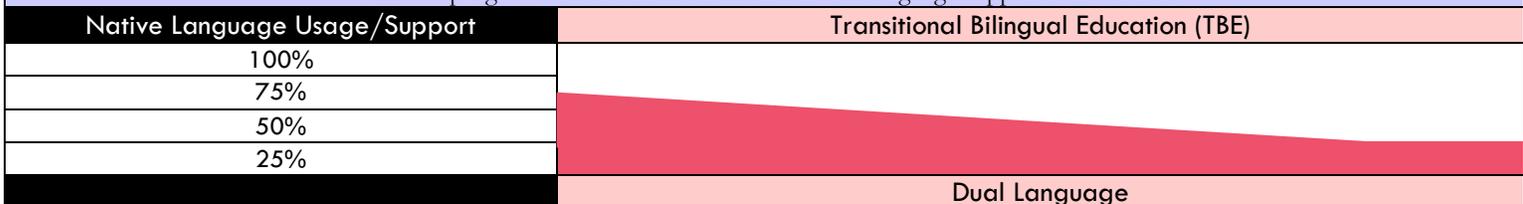
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
In Math there is an AM program offered to all below level grade 4/5/6 students, including ESL students. In ELA, ELL students in need of extra support are mandated to enroll in the extended day program. A Leapfrog program is also offered to students in grades 1-6.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ESL students have made significant improvement from year to year on the NYSESLAT proving that our programs are effective.
11. What new programs or improvements will be considered for the upcoming school year?
The ESL teachers will continue to be trained in the usage of Smartboards in their classroom. They will use the ESL Smartboard lessons (National Geographic, LiterActive) within their classrooms.
12. What programs/services for ELLs will be discontinued and why?
All our programs will stay in effect for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are afforded equal access to all school programs. Applications for after school activities are provided to all students at PS 99. Students in need of extra support based on State ELA/Math test and NYSESLAT are mandated to participate in extended day. A new extended day program, Discovery Learning, has been developed for ELL students in acquiring language and building prior knowledge. Discovering Learning immerses students in learning activities that will enhance their knowledge and vocabulary.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used to support ELLs are the following: Web-based Discovery Education, Smartboard, Computer based Leapfrog program. Skill oriented books are used in grades 3-6 to assist the ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The ESL teachers use support in the native language to assist the students in acquiring English. Our ESL teachers are fluent in Spanish and Russian.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ESL teachers provide classroom teachers with an articulation form that is filled out stating the content being taught in classroom. The ESL teacher uses this information to plan lessons that correspond to the ELLs' ages and grade levels. In addition, ESL teachers select high interest age appropriate materials to supplement within their ESL instructional classes.
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.
Most students are enrolled at the beginning of the school year and there is no way for teachers to know which students will be "newly enrolled ELL students." At the time of enrollment the ELL teachers provide these students with support material to be used at home.
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ELL teachers will be attending a series of workshops on the Common Core Standards and Teacher Effectiveness. At PS 99 our ESL teachers will attend workshops given by common branch/special needs teachers on questioning techniques, using data to assess students, utilizing smartboards in ELL classes,UDL strategies and the Six Plus One Traits. These workshops will offer the ELL teachers professional development in areas that will assist them in their delivery of instruction. The ESL teachers attend monthly grade meetings to inform classroom teachers of ESL strategies that can be incorporated into their classes.
 2. Our teachers are given the opportunity to attend District/Citywide Workshops.
 3. The ELL teacher and Guidance counselor will be available to consult with middle school staff at the time of articulation. The Guidance counselor provides a workshop for the parents in order to explain the options available for middle school. Applications are provided to students in alternate language if needed. Also, she attends meetings at middle schools to inform staff about ELL concerns.
 4. Teachers not in possession of the 7.5 hours of ELL training will attend training as required by the Jose P. case. ELL workshops will be conducted throughout the year to all staff by certified ESL teachers. A sign in sheet will be used to maintain attendance records.

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. All parents including ELL parents will be encouraged to participate in all activities in the school. The school provides workshops throughout the year to inform parents of different programs or assessments. We insure that every parent has the capacity to communicate with the school at all times. ESL classes are offered to parents throughout the school year.
 2. We inform the parents of the availability of the following resources: community programs at the local library, Kew Gardens Community House, the Department of Education Interpretation and Translation Services, local Civic Association programs and private agencies that offer support groups.
 3. When parents register in the school the pupil accounting secretary will assist in evaluating the needs of any parent. Subsequently the parent maybe referred to our Parent Coordinator or ESL staff who will assist them with their needs. In addition, at Parent teacher conferences ESL teachers can learn about the specific needs of ESL parents.
 4. We hold many special events and workshops that are addressing the needs of the parents. Example: Multicultural event, Edutest workshops, ARIS workshops, Test Prep, Bullying/Abuse Workshops, School Preparation workshops. We are always open to suggestions from parents at the Parent Association meetings. Parents needs will be addressed and forwarded to the appropriate personnel. During the parent association meeting interpreters are available upon request.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q099 School Name: PS 99

Cluster: 2 Network: 209

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 need for written translations and oral interpretations is based on the current School Profile and the review of the ATS Otelle report. New admits are surveyed to determine which languages are needed for translations for their parents/caregivers through the use of the Home Language Survey. In addition, the parent coordinator outreaches to parents to ascertain their needs. Requests made by the Guidance Counselor, Office Staff, and Teachers also provide us with information about the need for translations. We also make use of the NYC Language Identification Guide in identifying their native language.

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.

Our findings indicate that the most prevalent language, other than English, in our school population is Spanish. This indicates the need for written translations of school notices into Spanish. Russian is the second highest language where a translation would be needed. Other languages are less numerous. Department of Education information is disseminated in these languages.

The need for Spanish and Russian translations are reported to the School Leadership Team and the Parent Association. It is conveyed that if any other language is needed, a request can be made through the Parent Coordinator who will provide access to the NYC Translation and Interpretation Unit.

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.

Written communication from the principal is prepared in a timely manner. The school website contains links where all school notices can be translated into different languages. Written interpretations in Spanish from staff or parents are prepared upon request by a staff member. In addition, any citywide documents that are provided to parents are given in different languages, if needed.

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

A sign posted at the main entrance alerts parents that translation services are available. Oral interpretations into any language spoken by a member of our school community can be provided by staff or parent volunteers. The NYC translation service can be used if no teacher is available in the needed language. Teachers are aware of the need for translators for parent-teacher conferences so arrangements can be made in advance.

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

The school informs parents that they are entitled to language interpretation assistance at Parent Association meetings, ELL orientations and School Leadership Team meetings. The language assistance can take the form of written translations or oral interpretations. In addition, a sign posted by the main entrance will inform parents that they are entitled to language services. The Department of Education website also informs the parents of their right to language services. The Parent Coordinator can also arrange for translation or interpretation services for any meetings, as needed.

