

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**21K099**

**School Name:**

**P.S. 099 ISAAC ASIMOV**

**Principal:**

**GREGORY PIRRAGLIA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 99 School Number (DBN): 21K099  
Grades Served: PreK-8  
School Address: 1120 East 10 Street  
Phone Number: 718 338 9201 Fax: 718 951 0418  
School Contact Person: Gregory Pirraglia Email Address: gpirrag@schools.nyc.gov  
Principal: Gregory Pirraglia  
UFT Chapter Leader: Susan Deasy  
Parents' Association President: Jennifer Impocco  
SLT Chairperson: Gaetano Impocco  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Irene Yuen  
Student Representative(s): n/a

**District Information**

District: 21 Superintendent: Isabel DiMola  
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, NY 11235  
Superintendent's Email Address: IDiMola@schools.nyc.gov  
Phone Number: 718 648 0209 Fax: 718 648 2165

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South- D 21 Director: Cheryl Watson-Harris  
Director's Office Address: 415 89 Street, Brooklyn, NY 11209  
Director's Email Address: CHerylWatson@schools.nyc.gov  
Phone Number: 917 834 7218 Fax: 718 759 4960

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Leader or Designee	
Jennifer Impocco	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Schenker	Member/ Teacher	
Santina Scarlino	Member/Teacher	
Laura Cimmino	Member/ Teacher	
Urmi Poddar	Member/ Parent	
Gaetano Impocco	Member/ Parent/Chairperson	
Irene Yuen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alison McGeary	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **Vision**

We envision our school as a community of learners where all members, students, staff and parents are actively engaged in the educational process. Staff and parents at PS 99 are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible contributing members of society. Students will develop important decision-making, critical thinking, technological skills and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

### **Mission Statement**

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective workers, diligent researchers and technologically savvy. We will create a community of life-long learners through high quality standards-driven instruction, a nurturing environment and the development of civic, social and technological skills. PS 99, a pre-kindergarten to eighth grade neighborhood school with a population of 847 students, is a central part of the community to many of the students and their families. The school building is a well-kept, old building where we recently celebrated the school's 103<sup>rd</sup> anniversary.

P.S. 99's multicultural student population includes students who come from culturally and ethnically diverse backgrounds, and whose first language for many is not English. Our student body comes from homes in which more than 27 different languages are spoken. More than 29% (250 students) of our total student population are English language learners. Our three ESL teachers provide instruction to these students who speak little or no English and therefore often trail their peers in grade level work.

PS 99 houses a gifted SIGMA program for exceptional students in grades K-5 with one homogeneous class on each grade. It is our goal to recognize and develop the diverse abilities and talents of each student and to provide an educational program and differentiated curriculum which will improve creativity and higher level thinking skills. Our goal is to enable each student to develop his abilities to the fullest.

Technology is infused into literacy, science, social studies, math, and art, through the technology lab, in-class computers, and wireless laptops.

Our Arts program, which we believe is important to the development and education of our students, is aligned with The NYC Blueprint for Teaching and Learning in the Arts. We have a full and a part-time certified music teacher, and a part-time certified art teacher.

In order to develop and maintain stronger family-community ties, the school leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. The Urban Advantage Middle School Science initiative gives 6th, 7th, and 8th grade students and their families an opportunity to become acquainted with some of the City's science-rich cultural institutions. In addition, Ballet Tech, a non-profit organization promotes excellence in the art of dance for our 3<sup>rd</sup> grade students. These partnerships encourage an increase of engagement between the school and the home. We participate with Brooklyn College and Touro College as part of a professional development continuum, whereby high school students who are student observers, and college students who are student teachers, are given the opportunity to work and learn in our school community.

We are proud of our successes including the 2014-2015 Learning Environment Survey results, which indicates that 96% of parents are satisfied with the education their child receives at PS 99, and 95% of students feel safe in our school. This data indicates that we are meeting the social, and emotional needs of our diverse student body. We have managed to improve school culture and create a supportive environment built on trust. This is evidenced by our annual celebrations which include the Science Fair, Talent Show, Family Movie Night and ongoing class assemblies and parent events.

Our efforts to create a positive and rigorous learning environment have resulted in our identification as a School in Good Standing. Our latest Quality Review overall evaluation in March 2014 indicates that PS 99 is proficient.

A significant challenge that PS 99 faces is our large immigrant and Special Education population. Over 29% of our student population are ELLs and over 18% are Students with Disabilities who have IEPs. This continues to be a concern as we strive to meet their needs.

Another challenge is that each year PS 99 is faced with a large new middle school population. A large number of 6th graders are transferred to PS 99 from other schools. Many of the students new to PS 99, enter with low academic scores and are in need of intense Academic Intervention Services. Students have difficulty transitioning to middle school.

Key areas of focus for the 2015-2016 school year

- We will focus on the performance of all students in grades PreK- 8 (inclusive of the ELLs, Students with Disabilities, and those students performing at the lowest third) meeting the standards and making yearly progress in ELA and Math, in order to successfully close the achievement gap.
- We have identified Family and Community Engagement and parent involvement, as one area of focus. We will engage parents and family in every aspect of school life to impact student progress and to improve student academic outcomes.

## 21K099 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	845	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	12	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	76.2%	% Attendance Rate		91.0%
% Free Lunch	60.6%	% Reduced Lunch		1.1%
% Limited English Proficient	25.0%	% Students with Disabilities		17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		10.1%
% Hispanic or Latino	19.5%	% Asian or Native Hawaiian/Pacific Islander		40.4%
% White	28.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.08	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.4%	Mathematics Performance at levels 3 & 4		42.6%
Science Performance at levels 3 & 4 (4th Grade)	70.1%	Science Performance at levels 3 & 4 (8th Grade)		33.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

To examine the strengths and weaknesses of our students, we analyzed our DOE reports, quantitative and qualitative data, and information on the Quality Review.

An analysis of Grade 3-8 ELA assessment results over a two-year period from **2014 to 2015** indicates the following:

Results for **All tested students** indicates a 7% **increase** in the number of students performing **at or above a Level 3**. (From 26% to 33%)

Results for **General educations students** indicates a 6% **increase** in the number of students performing **at or above a Level 3**. (From 32% to 38%)

According to the 2014 Quality Review, we need to deepen classroom practice to ensure engaging instruction for all students, to promote higher order thinking and the ability to demonstrate learning through cognitively challenging tasks.

Priorities for 2015-216

- To develop and refine teacher pedagogy so that instructional classroom practice addresses the strengths and needs of all students in order to improve and strengthen student achievement for all students in Grades PreK -8, in literacy, math, and in all content areas.
- Deepen classroom practice to ensure engaging, rigorous instruction that promotes higher order thinking for all students.
- To ensure that individual students and particular sub-groups make progress from year to year and close the achievement gap for all students including ELLs and special needs students.
- Engage parents and family in every aspect of school life.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 40% (75 out of the 186) students who scored a Level 2 will increase to a Level 3, as measured by the 2016 NYS ELA Assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1.</p> <p>ELA instructional program aligned to the common core as follows: <u>Imagine It</u> for Grades PreK-6, <u>Core Knowledge</u> for grades pre K-2, <u>Glencoe Literature and Expeditionary Learning</u> for Grades 6, 7 &amp; 8.</p> <p>Go Math instructional program aligned to the common core.</p> <p>Social Studies, Science instructional programs aligned to the common core.</p> <p>On-line resource access to math and social studies which provide scaffold questions and activities to improve core skills.</p> <p>Classrooms reflect student participation in constructive discussions that include useful feedback from their teachers and peers.</p> <p>All teachers participate in weekly professional development on: supporting the CCLS in literacy for all content areas, supporting the CCLS in math, UDL strategies, ELL strategies, making shifts in pedagogy required of the Common Core, DOK, trends analysis, use of protocols to look at student work, best practices, and technology.</p> <p>Teachers' programs have been arranged to facilitate planning and collaboration and to turn- key instructional strategies to vertical and horizontal teams.</p> <p>Collecting and analyzing data from summative and formative assessments will drive planning and instruction.</p>	<p>All students PreK-8</p> <p>All staff</p>	<p>Sept.-June</p> <p>Sept- June</p>	<p>All classroom teachers, funded reading teacher, AIS teachers, coaches, administration</p> <p>All staff, principal, assistant principals, coaches, instructional team</p>

Intervisitation opportunities for educators to share and replicate strong practices and learn from one another.  Teacher observations and frequent actionable feedback; cabinet meetings to reflect on teacher and student performance; observation reports using the Advance system.			
2.  The instructional programs for students with disabilities, ELLs and other high-need students continue to be aligned with general education, using intervention supports and strategies such as ELL strategies, UDL, strategies, and/or differentiated intervention accommodations.  Response to intervention differentiated instruction for ELLs and students with disabilities.	ELLs, SWDs, high- need students  ELLs, Students with Disabilities	Sept.-June  Sept.-June	Principal, assistant teachers, parent coordinator  Principal, assistant teachers, parent coordinator
3.  Conduct regularly scheduled workshops, Curriculum nights, Family Nights, and parent-teacher conferences.  School leadership meetings.  Parent coordinator actively involves parents in planning, reviewing, and improving student performance.  Provide written and verbal information (in native language to best extent possible) to parents regarding instructional shifts, trends in student performance, ways to support their child's progress.	All Staff, parents	Sept.-June	Principal, assistant teachers, parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, administration, all teachers, books, computers, smart boards, scheduling needs to be organized for effective articulation among the staff across the grades both horizontally and vertically											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Imagine It midyear benchmark for grades K-2

Go Math mid-year benchmark for grades K-8

Grades 3-8 Classroom tasks/ Portfolio review, projects, class grades

By February, 40% of the teachers will receive an overall rating of “effective” or higher on Danielson component 3C (Engaging Students in Learning) as measured by formal and informal observations.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We analyzed our Quality Snapshot, School Quality Guide, DOE reports, quantitative and qualitative data, and information on the Quality Review.

According to the 2014 School Quality Review, “the school culture is collaborative, supportive, and caring of student needs both academically and social-emotionally, resulting in an environment that is safe and conducive to high levels of learning”.

Based upon an analysis of The 2014-2015 NYC Learning Environment Survey, 96% of students feel safe and agree that the adults of the school care about them. 100% of the teachers report that they trust the principal, and more than 95% of the parents are satisfied with the education that their child has received. Students are known well and supported by the teachers and administration.

To increase student achievement, teachers will maximize instructional time and create a respectful environment, foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks.

Priorities for 2015-2016

- To foster a school culture that provides for all students' social and emotional growth, thereby increasing student achievement.
- To raise student attendance.
- To increase by 5% each of the areas measured on the School Environment Survey.
- To promote consistency in the messaging of expectations, around structures for safety, trust, and student learning.
- Engage parents and family in every aspect of school life entire school community works together to drive student achievement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To set high standards and proactively support academic and personal growth for all students PreK-8, so that there will be 10% fewer incidents and suspensions according to ORRS, by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1.</p> <p>The teacher creates a respectful, orderly and safe classroom environment in an atmosphere that reflects the educational importance of hard work and perseverance for all instructional programs.</p> <p>Classroom interactions are highly respectful, reflecting caring and sensitivity to students as individuals.</p> <p>Positive interactions among students are mutually supportive. Therefore, students feel comfortable participating, without fear of ridicule from either the teacher or other students.</p> <p>The teacher or teacher teams are aware of the student’s development, including how a student is progressing so that they coordinate student support services and advocate for that student.</p> <p>Celebrate and advertise student successes.</p> <p>Frequent formal and informal observations of teachers on a regular basis, with feedback.</p> <p>Intervisitations for teachers to share and replicate strong practices and learn more from one another.</p> <p>Modeling</p>	<p>All students Pre-K -8</p> <p>All Staff</p>	<p>Sept.-June</p> <p>Sept.-June</p>	<p>All classroom teachers, coaches, funded reading teacher, AIS teachers, administration</p> <p>All staff, principal, assistant principals, coaches, instructional team</p>

Professional development is ongoing on these topics: Danielson Framework for teaching 2a-2e, improving the quality of our schools, UDL strategies, ELL Strategies,			
2. The instructional programs for students with disabilities, ELLs and other high-need students continue to be aligned with general education, using intervention supports and strategies such as ELL strategies, UDL, strategies, and/or differentiated intervention accommodations.  Response to intervention differentiated instruction for ELLs and students with disabilities.	ELLs, SWDs, high- need students  ELLs, SWDs,high needs students	Sept.-June  Sept.-June	Principal, assistant teachers, parent coordinator  Principal, assistant teachers, parent coordinator
3. Host regularly scheduled workshops, Curriculum nights, Family Nights, and parent-teacher conferences.  Members of the school community will be kept current on school initiatives/ information regarding students’ academic and social-emotional growth and development. Participants will have an opportunity to share any ideas/concerns that they may have. All participants will experience a respectful and collaborative atmosphere where all voices are heard.  Parent coordinator actively involves parents in planning, reviewing, and improving student performance  Provide written and verbal information (in native language to best extent possible), increase the use of e-mail, to parents regarding instructional shifts, trends in student performance, ways to support their child’s progress.  Increase training opportunities for parent coordinators so they can forge stronger relationships with parents.	All Staff, parents	Sept.-June	Principal, assistant teachers, parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, administration, all teachers, books, computers, smart boards, scheduling needs to be organized for effective articulation among the staff across the grades both horizontally and vertically											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student participation in activities and after school programs will provide feedback.

Fewer numbers of incidents during lunch time and class time.

Fewer numbers of principal suspensions.

Teachers, parents, and administration work together at scheduled meetings.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

To examine the strengths and weaknesses of our students, we analyzed our Quality Snapshot, School Quality Guide, DOE reports, quantitative and qualitative data, and information on the Quality Review.

An analysis of Grade 3-8 NYS ELA Assessment results for ELLs and Students with Disabilities over a two-year period from **2014 to 2015** indicates the following:

Results for **ELLs** indicates a **3% decrease** in the number of students performing **at or above a Level 3**. From 4% to 1%.

Results for **Students with Disabilities** indicates an **11% increase** in the number of students performing **at or above a Level 3**. (From 0%- 11%)

An analysis of Grade 3-8 2015 NYSESLAT Assessment results indicates that only 13% of students were proficient in reading.

The overall ELA results revealed disturbing patterns for **ELLs** and **Students with Disabilities**. The performance for many students in these subgroups in all grades is of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels.

School data was analyzed to assess the impact of professional learning and to address our school’s instructional focus and needs. In-house findings from multiple sources of information and walkthroughs were analyzed. The administration and staff worked together to provide additional Professional Development on the NYSESLAT, ELL, differentiated and UDL strategies, in order to meet the needs of the teachers as well as the ELL students. Study groups were formed.

Priorities for 2015-2016

- To close the achievement gap for all students (including ELLs and Special Needs) whereby students engage and succeed in work that supports them in meeting the appropriate standards.
-

- To provide additional professional development on the NYSESLAT, differentiated ESL and UDL strategies to meet the needs of the lowest performing third including ELLs and Students with Disabilities.
- 
- To promote consistency in the messaging of expectations, around structures for safety, trust, and student learning.
- 
- Engage parents and family in every aspect of school life so that the entire school community works together to improve student achievement.

## Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve performance in literacy for all ENL students, so that there will be a 25% increase in the number of "Advanced/Expanding" students (15 out of 60) reaching "Proficient/Commanding" on the 2016 NYSESLAT.

## Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1.</p> <p>Instructional programs in literacy, math, and all subjects are common core aligned. Interventions are incorporated for ELLs and students with special needs and the bottom third students.</p> <p>Frequent formal and informal observations of teachers on a regular basis, with feedback.</p> <p>Vertical and horizontal planning for teachers in order to see the continuum of student growth, weakness, and expectations. Teachers analyze student work and communicate and plan with related services teachers, share instructional strategies, plan joint efforts, so that individual students achieve success.</p>	<p>All Students preK-8</p>	<p>Sept.-June</p>	<p>All classroom teachers, coaches, funded reading teacher, AIS teachers, administration</p>

<p>Teacher or teacher teams analyze data to measure student development, strengths and weaknesses including how a student is progressing so that they coordinate student support services and advocate for that student.</p> <p>Intervisitations for teachers to share and replicate strong practices, learn from one another, and grow professionally.</p> <p>Modeling by curriculum specialists, coaches.</p> <p>Professional development will include Danielson, ESL strategies and methodologies, incorporating the common core curriculum with language acquisition, response to intervention, special education strategies, UDL, and the use of scaffolding devices.</p>	<p>All Staff</p>	<p>Sept-June</p>	
<p>2.</p> <p>Three ESL teachers will provide mandated ESL instructional services in a push-in/pull-out program during the school day. All grade curriculum planning will include modifications for ELLs, students with disabilities, and students performing in the bottom third.</p> <p>ELL students and SED students are provided with multiple entry points and high quality supports and extensions, through such structures and devices as teacher-directed small group</p>	<p>ELLs, SWDs, high-needs students</p>	<p>Sept.-June</p>	<p>Administration, AIS teachers, ESL &amp; Special Education teachers, classroom teachers</p>

<p>instruction, one-to-one student instruction, partner learning, and use of concrete materials.</p> <p>Targeted intervention teams regularly analyze diagnostic data, student work, and observation notes to develop targeted interventions.</p> <p>Direct supplemental services for ELLs will be provided after school and/or during a Saturday ESL Enrichment Program.</p> <p>CTT teachers for grades K-8 and 2 self-contained special education classroom teachers provide interventions needed in all subjects.</p>			
<p>3.</p> <p>Conduct regularly scheduled workshops, Curriculum nights, Family Nights, and parent-teacher conferences.</p> <p>Parent coordinator actively involves parents in planning, reviewing, and improving student performance</p> <p>Provide written and verbal information (in native language to best extent possible) to inform parents of activities, workshops, instructional shifts, trends in student performance, ways to support their child's progress.</p> <p>Increase training opportunities for parent coordinators so they can forge stronger relationships with parents.</p>	All Staff, parents	Sept.-June	Administration, parent coordinator

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>ESL teachers, AIS teachers, all staff, administration</p> <p>Common preparation periods</p> <p>After school/ Saturday academy</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Portfolio review, midyear benchmarks, classroom tests to monitor student progress.

By the end of February, teachers will have attended at least one PD on ESL strategies, and UDL.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014 School Quality Review, we are Well Developed in maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. (1.4) The school culture is collaborative, supportive, and caring of student needs both academically and social-emotionally, resulting in an environment that is safe and conducive to high levels of learning.

Based on the analysis of the 2015 NYC Learning Environment Survey, 98% of the teachers agree that the principal makes clear to the staff, students and families, his expectations for meeting instructional goals. He participates in instructional planning with teams of teachers. 91% of the parents agree that the principal promotes family and community involvement.

According to the 2015 PPO, the principal has allocated resources to increase technology to support student learning. He supports teachers to ensure that both the academic and social-emotional needs of the students are being met, and is committed to moving the school forward.

The priorities for 2015-2016

Provide professional development across all areas (academic and social and emotional developmental health) to support and drive student achievement.

Consistently disaggregate school level data for student sub-groups including ELLs and SWDs to support student achievement.

Observe teachers using the Danielson Framework for Teaching and implement strategies that promote professional growth and reflection.

Reach out to parents to engage them directly in the processes of strengthening student learning.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.



<p>The principal encourages teachers to take a leadership role in promoting a culture of professional inquiry/study groups.</p> <p>Teachers regularly lead events that positively impact school life.</p> <p>Increased opportunities for teachers to share and replicate strong practices and learn from one another.</p>			
<p>2.</p> <p>The instructional programs for students with disabilities, ELLs and other high-need students continue to be aligned with general education, using intervention supports and strategies such as ELL strategies, UDL, strategies, and/or differentiated intervention accommodations.</p> <p>Response to intervention differentiated instruction for ELLs and students with disabilities.</p> <p>Provide after school and Saturday academy to promote creativity and confidence for all students including ELLs and students with disabilities.</p>	<p>ELLs, SWDs, high-needs students</p>	<p>Sept.-June</p>	<p>Administration, AIS teachers, ESL &amp; Special Education teachers, classroom teachers</p>
<p>3.</p> <p>Conduct regularly scheduled workshops, Curriculum nights, Family Nights, and parent-teacher conferences.</p> <p>Parent coordinator actively involves parents in planning, reviewing, and improving student performance</p> <p>Provide written and verbal information (in native language to best extent possible) to inform parents of activities, workshops, instructional shifts, trends in student performance, ways to support their child's progress.</p>	<p>All Staff, parents</p>	<p>Sept.-June</p>	<p>Administration, parent coordinator</p>

Increase training opportunities for parent coordinators so they can forge stronger relationships with parents.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Coaches											
Teachers											
Administration											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-year professional meeting between teacher and principal to reflect on teacher’s growth and create next steps.
By February, 40% of all teachers (22 out of 56 teachers) will receive an overall rating of “effective” or higher on Danielson component 3B (Using Questioning and Discussion Techniques) as measured by formal and informal observations.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014 School Quality Review, we are Well Developed in “maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults”. (1.4) The school culture is collaborative, supportive, and caring of student needs both academically and social-emotionally, resulting in an environment that is safe and conducive to high levels of learning”.

According to the 2015 Principal Performance Observation, the principal is “committed to moving the school forward”. To that end the principal has developed relationships with the community, especially with the parents at PS 99. It is clear that he values families, children and their needs.

The NYC Learning Environment Survey indicates that 95% of parents are satisfied with the education that their child has received. It is our goal to promote understanding for parents about the expectations of the Common Core Learning Standards in regards to their child’s academic progress. We will provide workshop opportunities which will hopefully increase parent involvement.

2015 School environment survey results were positive.

- 95% of parents are satisfied with the education that their child has received
- 96% of students feel safe in the hallways, bathrooms, and cafeteria

Priorities for 2015-2016

- Increase training opportunities for parents to better support their child's education, therefore impacting and increasing student achievement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of ELLs will achieve an increase in yearly progress as measured by assessments in Language Power, Go Math, and NYC performance tasks.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1.</p> <p>Instructional programs in literacy, math, and all subjects are common core aligned and research based. Interventions are incorporated for ELLs and students with special needs and the bottom third students.</p> <p>Grades 1-8 receive Planners which are an organizational tool containing guidelines for students to record and outline academic expectations and responsibilities. This planner enables families to view work assignments for their children.</p> <p>Anti-bullying program to support tolerance and respect. Students are made aware of their responsibilities to care for others.</p> <p>Professional development is consistently provided to staff and parents.</p>	<p>All Students</p> <p>All Staff, parents</p>	<p>Sept.-June</p> <p>Sept.-June</p>	<p>Principal, Assistant principals, coaches, all classroom teachers, AIS teachers, ESL teachers, reading teacher</p> <p>Principal, Assistant principals, coaches, all classroom teachers,</p>
<p>2.</p> <p>An after-school program to address the high-needs students.</p> <p>An after- school arts program for grades 4-5.</p> <p>Saturday program to address the ELLs.</p>	<p>Targeted students</p>	<p>Sept.-June</p>	<p>Principal, ESL teachers, classroom teachers.</p>
<p>3.</p> <p>A family handbook is distributed to our families outlining school rules, etc.</p>	<p>All parents</p> <p>All parents</p>	<p>Sept.-June</p> <p>Sept.-June</p>	<p>Administration</p> <p>Administration, staff, parent coordinator</p>

<p>PS 99 teachers Principal, Administrators, and guest speakers conduct workshops throughout the year on various topics including, CCLS, college and career readiness, curriculum supports, and numerous other topics.</p> <p>Monthly event calendars are distributed.</p> <p>Career Night</p> <p>Teachers, deans and members of the SBST reach out to parents via phone calls, and meetings to ensure that lines of communication are open to support student progress.</p> <p>Monthly PTA meetings are scheduled at various times to accommodate a wide variety of parental scheduling needs.</p> <p>Parents receive translated documents and interpretation services whenever possible, in order to ensure participation in the child’s education.</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent coordinator											
Translators											
Workshop materials											
Staff											
Expert teachers, speakers											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, at least 5 of the parent workshops will include presentations and /or information sessions facilitated by staff and/or outside experts as reported by agenda and minutes documents.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Summative/formative assessments  Classroom benchmarks  Teacher recommendation  Parental input	Funded reading  SETSS  ESL program  CTT teacher  ELLs grades K-8	Small group/ tutoring  Small group instruction, one-to-one, peer tutoring, Push-in/pull-out,  Small group instruction  Small group instruction	One period a day  One period a day  After school program  Saturday Academy
<b>Mathematics</b>	Summative formative assessments  Classroom benchmarks  Teacher recommendation  Parental input	Skills Tutor- Grades 6-8  Funded math grades 3-8  SETSS  CTT teacher  ELLs grades K-8	Small group, tutoring  Small group instruction/tutoring  Small group instruction  Small group instruction	During school day  One period a day  After school program  Saturday Academy
<b>Science</b>	Regents- content area teachers provide ongoing support to any student who may	Intervention/review/test prep	Small group instruction	During school day

	be struggling in their content area.			
<b>Social Studies</b>	Content area teachers provide ongoing support to any student who may be struggling in their content area.	Intervention/review/test prep	Small group instruction	During school day
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher recommendation Parental input IEP driven SBST recommendation	Services are provided for at-risk and crisis situations as they arise.  Counseling  Talk sessions  Health related services are provided as prescribed by individual IEP.  intervention	Small group/ or one-to-one	During school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. 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.
<p>We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.</p> <p>One hundred percent of our teachers are fully licensed to teach the subject that they are assigned to teach.</p> <p>The teachers participate in professional development supporting the implementation of the CCLS in reading and math. PD is ongoing during weekly grade conferences, workshops, faculty conferences, on the following topics: Trends analysis based on teacher observations (On-going), strategies for supporting various sub-groups, use of student data to plan and set goals, DOK, CCLS, Instructional shifts, ESL strategies, text complexity, citywide instructional expectations in literacy and math, observational data and trends identified by the administration, instructional rounds into colleagues' rooms to highlight best practices specific to ELA and Math that are grounded with the researched rubric included in the new teacher evaluation system.</p> <p>The staff has the opportunity to further their education through approved college courses for additional college credit</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• To ensure instruction by highly qualified teachers, we will provide weekly professional development in all subject areas, that aligns to state standards, assessments and curriculum..</li> <li>• Intervisitations, and modeling best practices by expert teachers for new teachers, untenured teachers and teachers who are identified for needed support.</li> <li>• Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics</li> </ul>

and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

- The staff will collaboratively build a school-wide understanding of the components of the researched rubric for teaching, included in the new system of teacher evaluation and development, through PD opportunities provided at grade meetings, faculty conferences, workshops, and lunch and learns.

School leaders will support teacher development, paying particular attention to the school's instructional focus.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

For the 2015- 2016 school year, there will be two full day pre-k classes. The pre-k program facilitates the students' transition to elementary schoolwide programs through highly structured developmentally appropriate informal "play" activities and seamless educational programs. The curriculum includes Core Knowledge, Engage NY (literacy and math) and Image It. These programs are aligned to the Common Core Standards. An interdisciplinary approach is utilized to develop critical thinking and pre-literacy skills in all curriculum areas. The pre-k program fosters social and emotional development by nurturing socialization skills, independence, and responsibility and awareness of the school environment, so that the children are better prepared for a positive kindergarten experience. Two paraprofessionals assist the two teachers daily. A social worker will work with parents one day a week. Workshops are provided to inform parents about their child's education by a Parent Coordinator.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The open-door policy and strong leadership of the principal and assistant principals, help to create an atmosphere that ensures that PS 99 is a school community of learners whereby all members, students, staff and parents, are actively engaged in the educational process. The principal uses school resources and budget to promote student learning. All members share accountability for creating a positive and educational environment for improving and

achieving success for all students. The working relationship of all members of the school community fosters a consensus building learning community with a commitment to continuous review and improvement. The team is sufficiently diverse to represent the school’s key stakeholders. This group has the credibility it needs to gain widespread support for any plans or decisions. Discussion is key to making decisions.

Professional development is provided weekly to give teachers the opportunity :

- To combine ideas on effective lesson design, assessment, questioning and discussion techniques in order to improve pedagogical delivery to improve student achievement for all students.
- To understand the the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
- To strengthen their knowledge base in all content areas and to reflect and refine school –based practices.

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

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	618,306.00	X	P.12.13,16,17,19,20,22,23,25,26
Title II, Part A	Federal	39,533.00	X	P.12.13,16,17,19,20,22,23,25,26
Title III, Part A	Federal	29,064.00	X	P.12.13,16,17,19,20,22,23,25,26
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	4,363,670.00	X	P.12.13,16,17,19,20,22,23,25,26

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP) Template**

**PUBLIC SCHOOL 99**

**THE ISAAC ASIMOV SCHOOL**

**FOR SCIENCE & LITERATURE**

The Parental Involvement Plan will be in effect for the 2015-2016 school year. At the

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 the school. **[PS 99]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 99]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

PS 99's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 99 will:

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 99 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**PUBLIC SCHOOL 99**

**THE ISAAC ASIMOV SCHOOL**

**FOR SCIENCE & LITERATURE**

**[PS 99]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

PS 99 will provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

PS 99 will support home-school relationships and improve communication by:

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

PS 99 will provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

PS 99 will provide general support to parents by:

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

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

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

. Instruction will be provided in English.

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

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

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

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

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## 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: \_\_\_\_\_

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

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

### Part C: Professional Development

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

. Topics to be discussed for ESL training will be:

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

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

"Response to Intervention" (RTI).

"Delivery Promise of Education To English Language Learners".

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

"Common Core Framework For ELL's".

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

"Teaching Vocabulary To English Language Learners".

"Hands-On Approach To English Language Learning".

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

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

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

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

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

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### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

. Parents will be provided support at workshops that will be conducted by the teachers to assist parents and their child in the transition into the school, and academic achievement.

. These workshops will be conducted during the day and at night PTA meetings, and for scheduled workshops during the ESL certified teacher's prep period. Students and parents will participate in collaborative activities, at no cost to the Title III program, to utilize the oral and written language, not only in school activities and workshops, but in the home as well. These workshops will include Title III parents, and also parents of other ELL's not in the Title III program.

. Translated family letters will inform parents of activities and workshops going on in school, and will be given easy-to-understand ideas for supporting literacy in the home. Take-home, hands-on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning, academic, and content-based education.

. ESL teachers will provide workshops for parents.

. Communications, such as informational letters, memos, and workshops to parents will be in their native languages translated by the Board of Education Translation and Interpretation Unit.

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**Part E: Budget**

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

Allocation Amount: \$29064

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>099</b>
School Name <b>Isaac Asimov School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Gregory Pirraglia</b>	Assistant Principal <b>Leah Diamond/Randee Bleiberg</b>
Coach <b>Denise Ciappetta</b>	Coach <b>Sylvia Kirschner</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sheryl Schiffman</b>	School Counselor <b>Connie Speirs</b>
Teacher/Subject Area <b>Susan Deasy</b>	Parent <b>Jennifer Impocco</b>
Teacher/Subject Area <b>Tina Scarlino</b>	Parent Coordinator <b>Lanie Juceum</b>
Related-Service Provider <b>Henry Linden/SETTS</b>	Borough Field Support Center Staff Member <b>JoAnn Benoit</b>
Superintendent <b>Isabel DiMola</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>804</b>	Total number of ELLs	<b>256</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	256	<b>Newcomers</b> (ELLs receiving service 0-3 years)	217	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	26	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	217	0	0	26	1	7	3	0	3	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	13	6	3	3	2	4	3	2	4					0
Chinese	3	1	0	0	0	3	0	0	1					0
Russian	12	6	8	5	5	5	5	9	3					0
Bengali	1	0	1	2	1	0	0	2	0					0
Urdu	9	13	14	7	10	3	3	6	7					0
Arabic	3	0	1	0	0	0	0	0	0					0
Haitian	0	1	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	1	0	0	0					0
Other	18	11	4	6	6	7	3	4	5					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	17	15	16	10	7	9	7	7	5					0
<b>Emerging</b> (Low Intermediate)	4	8	11	4	4	2	3	2	2					0
<b>Transitioning</b> (High Intermediate)	7	7	5	3	2	3	3	0	4					0
<b>Expanding</b> (Advanced)	6	21	9	11	11	9	14	7	8					0
<b>Commanding</b> (Proficient)	0	9	3	7	0	4	3	1	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	9	3	11	6	7	7	4	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	1	0	0	0
4	12	3	0	0	0
5	6	2	0	0	0
6	16	0	0	0	0
7	6	1	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	17	0	1	0	1	0	0	0	0
4	13	0	7	0	1	0	0	0	0
5	8	0	1	0	1	0	1	0	0
6	10	0	6	0	1	0	0	0	0
7	8	0	2	0	1	0	1	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	8	0	2	0	9	0	6	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The assessment tool that the school uses to assess early literacy skills for the ELL's is Fountas and Pinnell. Our students in kindergarten are having difficulty with segmenting, blending, sound recognition, and rhyming. While the students in grades 1-4 are struggling with reading and oral expression and writing. Students in K-3 are having difficulty with decoding, sight words, reading accuracy, oral expression, spelling, vocabulary, writing development, and writing expression. With this information, teachers will plan their instruction emphasizing the skills of segmenting, rhyming, blending, for the kindergarten students, while emphasis for instruction for students in grades one to four will be based on decoding, sight words, reading accuracy, oral expression, writing development and writing expression, spelling and vocabulary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
After analyzing the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades, it is noted that students at P.S. 99 scored mostly at the Entering, Emerging level in Reading and Writing, and more on the Transitioning, Expanding, and Commanding level for the Listening and Speaking modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Regardless of whether the ELL instruction is provided with the push in or pull out model, the data has been a great tool in determining the targeted-specific skills and strategies that will further support each English Language learner across the NYSESLAT modalities.  
  
Students who excel in the reading modality but not in writing are taught with a greater focus on writing skills and are given the opportunity to participate during extended day. For students with low reading scores, classroom teachers, related service providers, the ESL teacher, intervention specialists, even the science teacher- work more on reading strategies and reading comprehension and especially important for language learners - reading for fluency.  
  
For the past two years, our teachers have collaborated in designing units of study that are aligned to the Common Core Standards, and were differentiated to help our students meet those standards. Currently, Expeditionary Learning modules that we are using for

reading and writing in grades 3 - 5 are designed to address English Language Arts standards as well as incorporating Social Studies and Science content. Regular assessments are built into each module unit. Additionally, there are templates that can be used to check all students' levels of understanding throughout each lesson and provide on-going assessment (Fist-to-Five, Hot Seat, Human Bar Graph, and more). These quick check-ins enable eachers to track learning and adapt instruction appropriately on the spot. All units of study include grade-appropriate complex texts, academic vocabulary and writing tasks that are scaffolded in order to provide different entry points for our ELL students. In addition, the protocol of a "close reading" of complex text is helpful to all students and can be especially beneficial for English Language Learners.

In the K - 2 grades, our modules and units are meant to build a foundation for our youngest readers and writers and is developmentally appropriate. The modules us similar leraning language (learning trargets, performance tasks, and psotocols) as those used in grades 3 -5. We are also using Foundations to support students in building the foundation for reading and writing.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - 4 a. Analyzing the patterns in student's results in the four modalities across proficiency level and grades, the implications for the school's instruction for ELLs is that P.S. 99 will emphasize instruction and lessons pertaining to the writing modality, and various skills to promote reading comprehension. Analyzing the results of content area tests taken with translated tests in their native language, ELLs did not really score on a significant higher level.
    - b. ELL Periodic Assessments administered several times will allow the school leadership and ELL teachers the opportunity to analyze and focus on each student's weaknesses, and to target their lessons accordingly, based upon the four modalities of reading, writing, speaking, and listening.
    - c. P.S. 99 has learned that many of the ELLs need assistance with their writing and reading comprehension capabilities. Students at P.S. 99 are utilizing their native language by having the access of translated glossaries, word-by-word dictionaries, and translated state exams. The Imagine Learning software computer also supports some of the student's native languages.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] According to the Response To Intervention Planning and the data obtained from ELLs, Tier 1 Intervention will be with the general education teacher, and an ESL teacher using Common Core instruction or strategies and differentiation to meet the needs of all students to ensure positive outcomes for all ELLs. For those ELLs that are struggling, intervention will be initiated with a Title I reading teacher in a push-in or pull-out setting with small group instruction in an additional 20-30 minute supplemental opportunities. Based on data review, and anecdotal records ELL students that are still struggling will be given additional support with the SETTS teacher in a pull-out individualized or small group setting tailored to the student's needs..
6. How do you make sure that a student's new language development is considered in instructional decisions? During the parent orientation, the teacher discusses with the parent the student's educational history and background. The parents are also asked to fill out a family interview questionnaire. The ESL teacher also looks on ARIS for a summary of educational history and background of those students who are transferring from another school. Language Assessments, including NYSESLAT, Periodic Assessments and ELA, are looked at to determine students targeted needs. Results are discussed with all teachers, including content area teachers, to determine differentiation, participation in after school or extended day programs and other instructional decisions. Resources such as bilingual/tranlation dictionaries, graphic organizers, dictionaries, and pictures are readily available for the student's use. Laptops are also available to the students so that they can access visual supports, google translator and dictionary.com. Content vocabulary and activities are prepared prior to the lesson to give the students background knowledge for the lessons. Clozed activities are also given to assess comprehension of key vocabulary. Graphic organizers, diagrams, maps, and pictures are used to support learning. In addition, the ESL teacher receives professional development and training through outside conferences and workshops. This information is then transferred to all staff via professional development meetings and faculty conferences. Other pedagogues who work with ELLs also attend workshops throughtout the year. Workshop topics include literacy based strategies for ELL's, addressing the needs of students with disabilities who are also ELL's, and content area instructional techniques addressing the needs of all ELLs. During our November and June professional development days, there is a focus on data analysis and curriculum design.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our programs for our ELLs at P.S. 99 are evaluated by the amount of students that progress in their proficiency levels in the four modalities of Speaking, Reading, Writing, and Listening obtained by their scores on the NYSESLAT examinations, and ELLs making annual year's progress on state math and reading tests.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

A Home Language Identification Survey (HLIS) is completed by parents (in their native language) of newly enrolled students at registration with the assistance of a trained pedagogue (ESL teacher, Sheryl Schiffman). An oral interview of the student/family is conducted by the ESL teacher. Both the parent coordinator and other school staff are called if an interview must be conducted in the parent's native language. The native languages of the majority of our parents are Urdu, Uzbeki and Spanish. Numerous staff members are able to assist with translations. If no-one is able to translate, translation services will be called to assist. to inquire about the student's home language and prior school experience and the language of instruction. The interview is conducted in a language that the parent understands. Upon review of the HLIS, if answers meet the New York City criteria that certain questions be answered in a language other than English, an immediate determination of student's home language and eligibility for LAB-R testing is made by the ESL Teacher, a trained pedagogue who speaks Spanish. The completed HLIS is signed by the parent and ESL teacher and one copy is placed in the student's cumulative record folder to remain a part of the student's permanent record. The LAB-R is administered only once in the student's lifetime and within 10 days of initial enrollment if the student has a home language other than English. Parents are notified in writing of their child's status as an English Language Learner (ELL) or a non-ELL. Once it has been determined that the student is entitled to ESL services, an entitlement letter is sent informing the parents. The letter also states a date for a parent orientation, which is offered within 10 days of admission Parents are given the options of available ELL services both in the school and in they city. The school only offers freestanding ESL but if the parent would like transitional bilingual or dual language, then the school will provide a list of schools that provide those services. Each ELL student's proficiency level is evaluated the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are informed of their child's progress and students who reach proficient level will no longer be in need of ELL services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
  2. Students upon enrollment are assessed using Fountas and Pinnell and Imagine It benchmark test. If they are 2 or more years below grade level in literacy in their home language, and 2 or more years below level in mathematics, then they are then considered SIFE students. SIFE determination begins at the time of the completion of the home language identification survey, when a parent is asked to write prior schooling. If a parent indicates an interruption of formal schooling the ESL teacher must administer the oral SIFE interview questionnaire. SIFE evaluation must be completed within 30 days of admission.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Appendix of EPRG is used for SIFE identification. NYSITELL eligibility for students entering schools with IEPs is based on the determination of the Language Proficiency Team, which is comprised of Mr. G. Pirraglia Principal, Mrs. S. Schiffman ESL teacher, Mrs. D. Mechanic Special Education Director at PS 99, and the student parent or guardian and a qualified interpreter or translator. The LPT team will determine whether the students should take the NYSITELL. Based on evidence the LPT Team determines whether the student may have second language needs or whether the student's disability is a determining factor affecting whether the students can demonstrate proficiency in English. If the LPT Team determines the student may have English Language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 50) must be completed and placed in the student's cumulative folder.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYC DOE parent notification letters in the parents' preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL coordinator is responsible for entitlement and non-entitlement parent notification letters. Within 5 school days of ELL determination, the ESL teachers inform parents of the results of the NYSITELL and ELL status using NYCDOE parent notification letters in the parents' preferred language- the entitlement letter, non-entitlement letter, and continued entitlement are distributed.

Parents of LAB-R tested students are sent a letter informing them of state guidelines on language screening as soon as HLIS documents have been examined. Three packets of information are prepared for families: one for each student eligible for services based on LAB-R results; one for each student continuing to be eligible for services based on the previous springs NYSESLAT scores, and one for each student ineligible for services according to test score results. A tracking sheet is prepared listing all students with columns for: each entitlement letter, meeting notice, score notification, preference form, date of testing, student identification number and class assignment. When a form is sent home, a check is entered in the appropriate column as each part of the process is completed. Parents are sent regular reminders (letters in home language, telephone calls, emails) until all paperwork is received.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

A student who has gone through the ELL identification process as a first time entry or re-entry may go through the ELL re-identification process. This process requested by the parent must be a written consent for parents that believe a student may have been misidentified as an ELL or non-ELL, and must occur within 45 schools days of enrollment. This appeal is notified to parents at the parent orientation meeting.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not.

Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

P.S. 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's choice for their child. P.S. 99 provides parents of newly enrolled ELLs within ten (10) days of enrollment with a parent orientation with information in order that parents understood all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), so that ELLs are placed in the appropriate program within the ten (10) days of enrollment and the appropriate Parent Selection forms are received. P.S. 99 uses translated materials such as memos, notices, parent brochures, Parent Selection Forms, and videos online, given by the office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

P.S. 99 plans to provide the availability of a teacher and a paraprofessional during, after-school, and Saturdays to meet the identified needs for the parent selection form. These parent selection forms will be monitored throughout the year in a main location with easy accessibility. Original parent selection forms will be placed in the student's cum records with a copy kept in the ESL office.

All forms and letters are distributed to families by the ESL teacher prior to the annual ELL orientation and information session for their review. As stated above, the letters are sent home in the parents' preferred language with the students and follow up phone calls are made with translation services to remind parents of the orientation sessions. If parents are unable to attend, orientation sessions are offered, at the parents' convenience. As new students are enrolled throughout the school year, additional orientation sessions are held within 10 days of enrollment.

Upon completion of the orientation, the teacher does an inventory to ensure that all new families have returned proper forms. All forms are placed in the HLIS binder that is stored and secured in the ESL room.

At this time, our school has a freestanding ESL program. All parents are invited to an orientation and information session regarding ELL program choices. Parents are interviewed directly and translation services are provided so that all parents are made aware of program choices. Parents receive all information in their native language, and they view the orientation video (also in their native language). In the event that a parent requests either a Transitional Bilingual Education Program or the Dual-Language program for their child, the ESL teacher and parent coordinator provide information about these options. It is made clear that programs will be made available at P.S. 99 if the number of ELLs increases in any one language. This identification process is ongoing throughout the school year and is based on the enrollment trends of the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
PS 99 plans to meet with parents with translators for parents selection forms to be completed properly and returned. These parent selection forms will be monitored through the year in a main location.
9. Describe how your school ensures that placement parent notification letters are distributed.  
PS 99 makes sure that translated placement parent notification letters are backpacked by each student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in the student cumulative file and remains a part of the student's permanent record, with a copy of all forms retained in the ESL office.
11. 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.

All ELLs are administered the NYSESLAT every spring school year. The Speaking modality is administered on a one-to-one basis by an ESL teacher that does not service that student. Following the administration of the Speaking modality, the Listening, Reading, and Writing session 1, 2 and 3 are administered in class ESL groups by an ESL teacher that does not service those students.

To determine NYSESLAT eligibility, the ESL teacher, Sheryl Schiffman, looks at the RLER, RNMR, and the RLAT reports in ATS. A checklist is also created listing all students by grade as well as modalities. As each modality is given, individual students are checked off on the list. Sheryl Schiffman, MaryAnn Kentouris, and Bobbi Castellano, teachers at PS 99, proctored the NYSESLAT exam. They also scored the listening and writing subtests. The ESL teachers, Sheryl Schiffman and MaryAnn Kentouris attended a workshop on the implementation of the NYSESLAT. The ESL teachers turnkeyed that information to Bobbi Castellano. All packing slips, examination certificates, test material security forms, Deputy and Proctor Certificates, Principal's Certification and any other forms are checked and rechecked by proctors. The proctors count and recount to ensure all modalities from each grade are accounted for. A copy of all of the above forms as well as the speaking scores sheets are stored in the ESL room. An additional copy of the speaking scores sheets are also stored in the student cum folders. In the event a student is absent, the make-up date can be any time within the designated testing period of one month. No official make-ups for any subtest may be administered after the designated testing period. Any student who is absent for any part of the assessment and does not make up that part will not receive a scale score or overall proficiency level for the tes

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

PS 99 ESL coordinator Sheryl Schiffman sends continued entitlement and transitional support parent notification letters to parents of students who continue to be entitled to ELL service (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year, but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must take the NYSESLAT (see page 44 for best practices). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

Proficiency Levels

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
P.S. 99 provides instruction for academic language development to English as New Language Learners(ENLs) in accordance with CR Part 154.2 in a pull-out/push-in organizational model.  
ELLs will receive instruction in the pull-out/push-in mode in heterogeneous groups, according to their grade level.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154.2. ELLs who are Entering and Emerging levels are targeted to receive 360 minutes per week instruction or two units of study in the pull-out/push-in mode. Those ELLs that are Transitioning and Expanding receive one unit of study of ESL or 180 minutes and a unit of study of English Language Arts in the pull-out/push-in mode according to their grade level, also Commanding students. This group instruction enables the funded teacher to focus on specific skills and help the struggling students. Lessons are modeled for the classroom teacher. Test-taking skills are worked on. Articulation occurs between the ESL teachers and classroom teachers. ESL professional development is ongoing.
3. Describe how core content is delivered in each program model. 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.  
All students are taught in English, using techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. The four skills of listening, speaking, reading, and writing are included every day. Content area teachers working with ELL's have received 7 1/2 hours of staff development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the classroom. The program specifically addressed the Chancellor's Recommendations on aligning instructional programs for ELLs to the Comprehensive Core Curriculum in Literacy and Mathematics. All English Language Learners (ELL students) in grades K-8 receive literacy enriched instructional programs in accordance with the Common Core Learning Standards, and are provided with equal access to programs designed for the entire school population. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, science, music, art, literature, and mathematics using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. Concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form the basis of language acquisition. The classroom teacher provides AIS for ELL students with activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need for academic rigor and college readiness to become active participants in the community.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELLs are appropriately evaluated in their native languages by having them utilize glossaries on state exams and word by word dictionaries. ELLs will be administered state exams in translated versions if available in their languages. Classroom libraries incorporate books in various languages to support student's native languages. The Imagine Learning software program utilizes and supports various languages to evaluate students acquisition of the English language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated throughout the year in all four modalities of English acquisition we utilize NYSESLAT practice books, which focuses on questions that are aligned to the Speaking, Listening, Reading, and Writing modalities. We also create informal assessments aligned to the four modalities of English acquisition.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

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

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

6c. The following academic intervention services will be utilized for those ELL students Developing, receiving service 4-6 years these intervention services will incorporate various ESL methodologies and strategies in the improvement of and for meeting the performance goals in writing which these students lacked as indicated by their NYSESLAT scores. In order to assist ESL students who are having difficulty writing in English, we plan to have the students: engage in collaborative writing activities by placing them in groups to create and respond to literature, work in small groups and in writing process groups, writing using the conventions and features of American English which include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. Children will develop their writing skills further with the use of graphic organizers and visual aids, such as charts, Venn diagrams, semantic webs, and story maps, children will develop additional spelling skills to aid in their written communication. Children will develop skills in the composing process by writing for a variety of purposes and audiences such as personal journals, reports, personal narratives, responses and reactions to literature, and creating new endings and beginnings to stories. Intervention services for those ELL students recommended for meeting the performance goals in Listening, P.S. 99 plans to have: students participate in practice test-taking skills from past state exams, children will develop these skills further by listening to reading comprehension passages orally, and responding to various questions pertaining to the readings, students will further develop their listening skills by completing note-taking exercises from various reading sources, in addition students will summarize various genres from literary cassettes at listening centers. The Open Court Reading Program's Intervention strand and English Language Support strand will provide the extra help students need to develop fluency in comprehension, language arts and phonemic awareness. The intervention strand provides students with instructional support of critical skills and strategies in decoding, comprehension, and language arts.

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

e. For continuing transitional support (2 Years) for ELLs reaching Commanding on the NYSESLAT, and former ELL students who have achieved the Commanding level as required on the NYSESLAT, will be permitted to have testing accommodations of time and one half on all exams for up to 2 years after testing out, and must continue to receive services for an additional 2 years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

For those students re-identified as ELL or non-ELL, based on approved re-identification appeal within 45 days of student enrollment, the academic progress of those students are monitored through formal assessment, informal assessments, and student work portfolios and the correct response to intervention is utilized for struggling students.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use the instructional material called "Expeditionary", an English Language Development program that provides extensive language acquisition support for students. Lessons in "Expeditionary" provide a foundation from which English learners can access core content. "Expeditionary" lessons address one or more of the following: Theme, Genre, Literary Element, Reading Skills and Strategies. It provides English language development instruction that supports the instructional grade-level content of the language arts program. The English language development will help ensure mastery of English at each grade level. Instructional lessons and strategies are provided to address Entering, Emerging, Transitioning,

Chart Expanding, Commanding students. Opportunities are provided for whole group, small group, and partner discussions. Sentence frames offer students strong support to help them grow into the next language proficiency level. Scaffolding helps students pass the Transitioning barrier. The language for instruction for reading, language arts, social studies, and science is taught, practiced, and applied. Students discuss and apply academic language in speaking, listening, reading, and writing activities. Teachers of ELLs-SWD utilizes the Intervention and English Language Learner support component to the "Imagine It" reading program which differentiates all levels of proficiency and struggling students with all skills.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 P.S. 99 ELL-SWDs are pulled-out with other ELL students whom are within their grade and proficiency level and are serviced the appropriate instructional minutes. Also, PS 99 mainstreams ELL SWDs into content- area subject classes to achieve their IEP goals and attain English Proficiency within the least restrictive environment.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

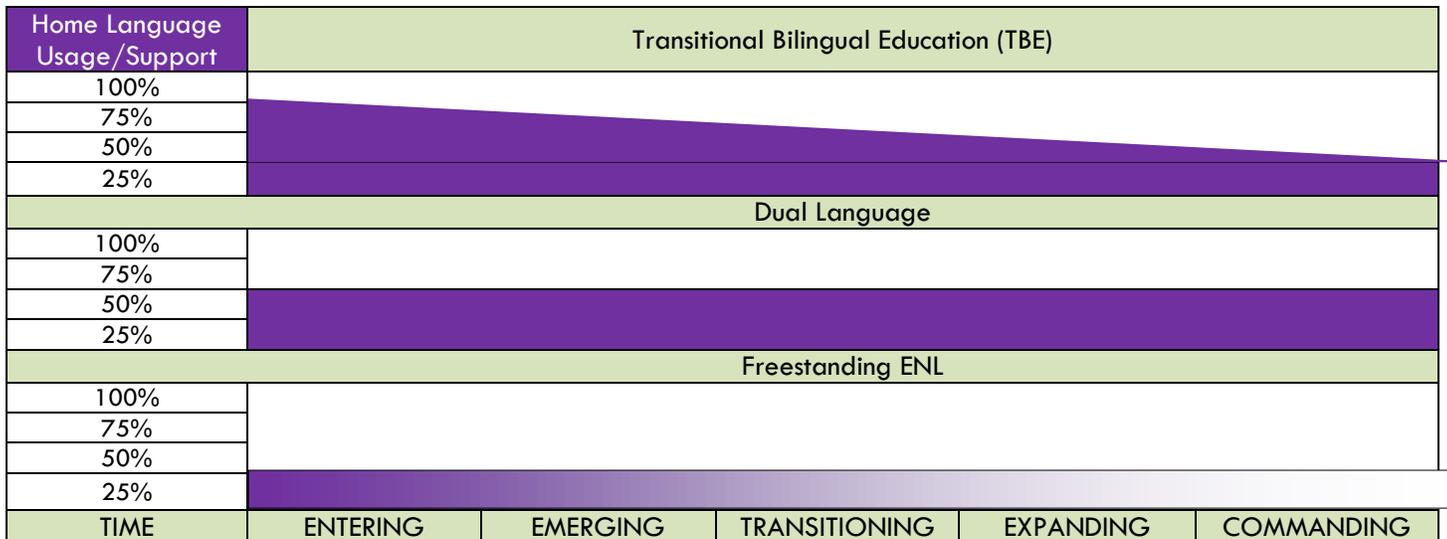


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Funded reading, writing, and math intervention services will be provided for struggling ELLs, along with SETTS intervention for those ELLs with IEPs. An AIS, after school, and Saturday program for those students considered to be "at risk". These interventions will be offered in the English language.

In addition to ESL instruction, students in all sub group (inclusive of the bottom performing third) who are evaluated as needing more support are placed in AIS Math and ELA small group intervention classes. Those students who are on the proficiency level of Entering or Emerging (133 students) receive additional targeted assistance in the subject areas. In addition, AIS providers also target intervention in the areas of Social Studies and Science, particularly with relation to reading comprehension and writing in response to non-fiction reading in the content areas. Native language support is offered in intervention groups through the use of bilingual glossaries in the content areas, as well as internet support using translated texts wherever possible. Imagine Learning is an individualized computer programs that the students also use. These programs support individual needs and reinforce skills through the content area. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ESL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues. Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction, individual tutoring and Academic Intervention Services. These students may also receive referrals for evaluations to determine if services other than ESL are necessary. If it is determined that the students need special education services, they may receive Collaborative Team Teaching, Special Education Teacher Support Service and/or counseling.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Evaluation of ELL program success is ongoing throughout the school year. Beginning with the analysis of NYSESLAT data from the prior spring, the ESL teacher compares data from the prior year's NYSESLAT scores to the current scores. This data serves as the overall progress and performance indicator for the end of prior year. Then, students are monitored through teacher-based assessments to track progress in all modalities throughout the current year. ELLs receive instruction in the content areas in English with native language supports such as glossaries and bilingual resources. The ELL content area curriculum is aligned with the grade level curriculum to reinforce and enhance subject matter for ELLs. Heavy emphasis is placed on vocabulary acquisition in the content area, as well as content area based writing. Wherever possible, the ESL teacher works collaboratively with the content area teachers. Students are able to bring content area assignments and project work to the ELL class regularly, where the ESL teacher provides support, guidance, and access to technology for word processing and research materials.
12. What new programs or improvements will be considered for the upcoming school year?
- "Language Power" for grades K-8 empowers language learners to build English Language proficiency with high differentiation and rich instruction. The program supports high interest texts that have strong visual support and text -to- picture match, simple vocabulary and language structure for entering and emerging students. There is wider variety of text organization and more complex language structure with content related vocabulary for entering and transitioning students. For the expanding and commanding students this program has text complexity to build high level vocabulary and language skills. The program supports advanced listening and speaking skills and shows strong models for developing grade appropriate writing skills. Text sets provide rigorous instruction with high interest texts and organized around common themes. "Focused Reading" will be utilized for grades 6-8 and is a program that bridges the gap between struggling and proficient readers through focused instruction of key literacy skills and strategies. This program specifically addresses key reading and language skills that align to Common Core and other state standards with exposure to a wide range of fiction and non fiction text. This program gives the ESL teacher the opportunity to use multiple strategies to process text, and focus on language development.
13. What programs/services for ELLs will be discontinued and why?
- "Everyday Math" and "Impact Math" was discontinued for the math curriculum in order that the school utilizes a program which is geared towards the Common Core Curriculum. We now use the Go Math program which is aligned to the Common Core.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ESL teacher serves as advisor and student advocate in the school for all ELLs. Students are encouraged to participate in all aspects of school life (music, the arts, athletics, social events), and ELLs are invited to participate with clarification and encouragement from the ESL teacher and administration. The ESL teacher and Parent Coordinator make every effort to communicate opportunities for the schoolwide enrichment programming open to all students. Through the use of Title III funding, ELLs are afforded the opportunity to participate in other Saturday Academy school enrichment programs in math and language enrichment.
- Parent workshops and English language tutorials are also offered to families.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials used in the ESL Program include: ESL classroom libraries (Kindergarten through Grade Eight), Oxford Picture Dictionaries and Content Picture Dictionaries with workbooks, Scholastic Children's Dictionaries, Steck-Vaughn Vocabulary Connections - A Content Area Approach, Flash - Grammar and Writing, Imagine It Photo Library. The ESL teacher uses technology such as the Smartboard, Google Translator and the Imagine Learning Computer Program, internet resources, graphic organizers, charts, literature, poetry, and music appreciation, and NYSESLAT preparation materials. Students use laptop computers in all groups. Instructional materials are differentiated according to age and proficiency level. Hands-on projects are stressed overall, and the use of realia and other manipulatives are a standard for all sub-groups. All resources are age and proficiency level appropriate.

In the coming year, the ESL department has a goal to expand the use of technology in the ESL classroom, as well as to provide additional enrichment, remediation, and support for ELLs in their own classroom environment. The school currently uses programs for English Language Learners such as Imagine Learning and the goal for the coming year is to continue to devote more class time for students, as well as to use the data analysis of the programs to target areas of individual need.

While the use of technology in the classroom is definitely a positive addition to the classroom, the ESL teacher will continue to evaluate the use of current software and other web sources.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

As mentioned earlier, native language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. Online translation tools, glossaries, audio books, and native language editions of literature are among the regular support given. Translation and bi-lingual support is also made available whenever possible.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

As mentioned earlier, native language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. Online translation tools, glossaries, audio books, and native language editions of literature are among the regular support given. Translation and bi-lingual support is also made available whenever possible.

Student's literacy skills are easily transferred from a first to a second language, therefore we encourage the use of an ELLs native language in our program to build a connection between home and school and enhance second language acquisition by making content comprehensible. Families are encouraged to read and talk to their children in the family's native language if it is strongest. It will give their children the richest possible language foundation and advance both student's native as well as English Language acquisition in academic and social situations enriching their understanding. Peers that speak the same language as an English Language Learner are encouraged to "buddy read" and converse during formal (classroom/library) and informal (lunch/recess) opportunities.

In addition, students may be given projects to do together with a parent or older sibling in the home language. This serves to communicate that maintenance of the home language and native literacy skills are important and also involves family members in the substance of in-school work. Students with sufficient literacy skills use bilingual dictionaries. Oral interpretation, written translation and software in native languages and English is also used.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The ESL teacher and Parent Coordinator lead an orientation session during those first two days of school that aims to inform families about the ESL program, demonstrate instructional practices and assists them with any questions they may have.

The school makes every effort to support newly enrolled ELLs before the beginning of the school year. At registration, the family is given a packet of resources including community organizations and other outside programs for enrichment and language instruction prior to the start of school. The school also invites ELL participants to workshops for continued English language support. The students are also given summer reading assignments so that they don't lose the skills they have already acquired in addition to having the opportunity to continue to make progress.

19. What language electives are offered to ELLs?

This year, PS 99 offered Italian as a language elective.

Implications for the Instructional Program for ELLs in content area instruction include the following: continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL. The continued provision of Intensive Academic Intervention Services to all students who are not meeting the standards including Targeted Reading Intervention, Literature and Expressions by Glencoe, and an additional component to the Open Court "Imagine It" intervention, a new component to the Open Court curriculum which is aligned with and supports the implementation of the common core standards and initiative, such as critical thinking and problem solving for college and career expectations. The literacy coach will provide professional development, it will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading and the new Common Core Standards for English Language Arts. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for

the teachers to plan collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards. Teachers will use data from the Stars and ATS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce literacy strategies and ESL strategies in the English language during content area instruction. The intensity of the services provided in the English language will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. Based on our analysis of data, and all relevant findings, the following are implications for our Math Instructional Program for Grades 3-8 students: continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 75-90 minute math block, the continuation of a school-wide math program with parallel instruction in all classes including self-contained Special Education and ELLS, continued provision of Intensive Academic Services to all students who are not meeting City and State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, all teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) develop appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills, and professional development in content-based math and the new Common Core Standards for mathematics for ELL students to be able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, and to attend to precision. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students's needs to meet the standards. This will be done during grade conferences. Teachers will use data from STARS and ATS reports, and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and all relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement of a science program with parallel instruction in all classes, including self-contained Special Education and ESL, continued provisions of Intensive Academic Intervention Services to all students who are not meeting State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations. For our ESL students, content areas are delivered in the English Language. These students are placed with other native speakers of their language who are proficient in English to assist them with content area vocabulary and skills being taught.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
English Language Learners and culturally diverse classrooms are the norm at PS 99. All teachers of ELLs, as well as the assistant principal, paraprofessionals, guidance counselor, school psychologist, related service providers (OT, PT), speech therapists, school secretary, and parent coordinator have attended and participated in professional development opportunities specifically targeted for teaching ESL students. Teachers who have been attending on-going professional development continue to read ancillary materials and share resources with new teachers of ELL students. The principal has made ELL instruction a priority and has encouraged teachers to pursue additional professional credits in the area of second language instruction.

Certified ESL teachers will provide professional development to instruct teachers in ways to help the ELL student. Professional Development will include ESL strategies for all grades. The New York State ESL standards will be addressed at faculty conferences, grade conferences, and at after-school professional development sessions. ESL teachers whom have participated in the "Quality Teaching for English Language Learners", workshop (QTEL) will turnkey to all new teachers the various strategies, methodologies, and activities learned.

Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of ELLs. All teachers, will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading:

1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.

The ESL teacher will professional development for the entire staff each year so that all personnel are made aware of the components of the ESL Program, current data trends, and new methodologies, as follows:

Sept 8- Identifying ELL Students

Oct 26 Lab-R and NYSESLAT results analysis

Nov 30- Language Acquisition & Proficiency

Dec 21- ESL Methodologies

Jan 25- Parental Involvement

Feb 29- Homework without Tears

Mar 28- Technology Imagine Learning Program

Apr 18- NYSESLAT Practice

May 23- ELL Students Transitioning to higher class level

June 9- Summer Support for ELLs

Teachers that have ELL students are notified in June for the upcoming year about the number of ELL's they will have in their room. Time is designated for school staff to meet individually with the ESL teacher during the first 2 days of professional development to review data and to see if there are any new ELL admits. The ESL teacher provides support, materials, ideas, and strategies to help teachers support the ELL's in their classroom. School leaders meet individually with classroom teachers to review data and check progress on ELL students. If professional development is available through the network, school leaders will send these teachers for additional support and training. The ESL teacher offers additional professional development during faculty and grade conferences throughout the school year.

Communication is vital to successful transitioning at P.S. 99. Being a K-8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade.

Students transitioning to the P.S. 99 (the school's middle school 6-8 component) also take part in an orientation. The guidance department is an integral part in the high school transition. Students are guided through the application process, and given information and study skill training to prepare for the demands of the new year. All ELL students are part of this process, and the ESL teacher reinforces the information to ELL students, offering clarification and translated information to families if needed.

The ESL teacher participates in workshops and seminars throughout the year and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions to provide the required 7.5 hours of professional development. Sign-in sheets and agendas reflect topics and participation. All personnel receive this professional development. The continued focus for this year is on literacy instruction and how to improve strategies for a more rigorous and challenging curriculum for ELLs

in order that they may be competitive with Non-ELL counterparts in their educational career and beyond. This is in alignment with the Common Core State Standards.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. ELL personnel will attend various workshops which will be provided by the network in supporting ELLs as they engage in the Common Core Learning Standards. Every teacher is involved in Professional Development activities during professional planning periods (once a week), grade level meetings, designated citywide professional development days, and additional half-days specific to PS 99. The ESL teacher is involved in the planning of all professional development to ensure that teachers meet language learners' linguistic and academic needs. Teachers easily meet the required 7.5 hours of ELL training over the course of the school year. Files of attendance and agendas for these various meetings are maintained by the principal and assistant principal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Elementary school teachers will articulate and conference with middle school teachers on an ongoing basis to provide support to ELL students as they make their transition from elementary to middle and/or middle to high school. P.S. 99s guidance counselor has various meetings for those ELLs that may be entering middle school or high school and the various programs, and subjects that may be of interest to them.  
Guidance counselor participates in professional development workshops given by ESL teachers on transitioning students from elementary to middle school, and/or middle to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.
  4. Professional Development for teachers is ongoing, with agendas and attendance sign-off sheets kept in the ESL office. The 7 1/2 hours of ESL will be provided for all new incoming teachers. Content area teachers working with ELLs have received 7 1/2 hours of staff development on integrated ESL teaching. Feedback/evaluation sheets are reviewed and kept in binders by the principal.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers at PS 99 meet with parents once a week on Tuesdays for parent outreach meetings, to discuss goals of the program, language development progress, language proficiency, assessment results, and language development needs in all content areas. There is always the availability of a teacher and para as translators.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent contact and phone logs are kept for annual individual meetings with ELL parents as well as outreach to ensure parents' needs are accommodated. Regularly scheduled parent workshops will be conducted by the ESL teachers to participate in activities to see and use both oral and written language, not only in school. Parents will be given easy to understand ideas for supporting and promoting literacy in the home. Take home hands on activities to develop a strong link between home and school will be distributed to involve families in their childrens' literacy learning.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. When P.S. 99 receives information or flyers about an ESL conference or workshop in New York City, these are distributed to all ELL parents to give them the opportunity to attend them.

5. How do you evaluate the needs of the parents?

P.S. 99 evaluates the needs of the parents by having translators or utilizing the Translation Services to address the needs and concerns of the parents.

Surveys are a regular component of planning for all events so as to better service the needs of parents of ELLs. The Parent Coordinator provides support and is in constant communication as is the ESL teacher with parents to maintain a positive level school presence and a healthy awareness of the needs of the ELL community. Regular meetings such as parent teacher conferences are a prime opportunity to listen to parental concerns and assess the needs of ELL families.

The Parent Coordinator creates a welcoming school environment for parents, attending ELL parent meetings to get to know parents better and has become a familiar and approachable face. She identifies parent concerns at the school and serves as a liaison in communicating those concerns to school personnel. She conducts outreach to make sure that ELL parents are notified in a timely manner of all citywide ELL parent events and attends as well as accompanies groups of parents to those events. Our Parent Coordinator, Lanie Juceum contacts the NYC Department of Education Translation and Interpretation Unit for translation of written communication as well as interpretation for oral communication. She has a network of parents she can access in our generous school community to donate time to translate and interpret for children as well as their parents. With guidance and supervision from the principal, the Parent Coordinator partners with the PTA, the School Leadership Team, community groups and parent advisory councils. She is critical to the intergration of our ELL parents into the school community.

Each year the Parent Coordinator facilitates a workshop specifically for ELL parents to introduce APL to them. Viewing student profiles and accessing the same data that school staff and administration use in making instructional decisions enable families of ELLs to monitor for improvement.

6. How do your parental involvement activities address the needs of the parents?

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

Our home language surveys indicate that many of our ELL parents are in need of some kind of language assistance. Also, many of the ELL parents are not as connected to local educational activities because these events are not always advertised in the native language, or because travel makes it difficult to attend certain activities. The school addresses both of these needs through our language tutorial offerings at the school or via community organizations in the area. The ESL teacher, administration, and the parent coordinator take time to meet and evaluate these needs and the program offerings that address them on a regular basis.

The ESL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern and advocacy. During workshop sessions, parents are instructed as how they can better offer support for their child's educational process. Materials are provided in the native language wherever

possible, and additional staff in the school provide Spanish, Urdu, and translation of workshops as well. In addition the Translation Phone Service provides additional help.

#### **D. Additional Information**

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

**Paste response here:**

**School Name: PS 99**

**School DBN: 21K099**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregory Pirraglia	Principal		10/26/15
Leah Diamond/Randee Bleiberg	Assistant Principal		10/26/15
Lanie Juceum	Parent Coordinator		10/26/15
Sheryl Schiffman	ENL/Bilingual Teacher		10/26/15
Jennifer Impocco	Parent		10/26/15
Susan Deasy	Teacher/Subject Area		10/26/15
Tina Scarlino	Teacher/Subject Area		10/26/15
Denise Ciapetta	Coach		10/26/15
Sylvia Kirschner	Coach		10/26/15
Connie Speirs	School Counselor		10/26/15
Isabel DiMola	Superintendent		
JoAnn Benoit	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **21k099**      School Name: **P.S. 99**  
Superintendent: **Isabel DiMola**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess our school's written translation and interpretation needs, to ensure that all parents are provided with appropriate and timely information in a language they can understand, we surveyed the parents at the ESL Parent Orientation Meetings that is held within 10 days for the new incoming students.

We continue to review all data available including the school report card, home language surveys. In addition, our meetings with new parents continue to support the finding that the number of non-English speaking parents is increasing. Very often, a student is not considered an ELL after screening and subsequent LAB testing; yet one or more parent at home speaks a language other than English. Our Parent Coordinator has created a data base of parents who prefer communications in a language other than English, which was collected during the registration process. This list is increasing.. We make every effort to provide translated documents and interpretation services to these families. The Office of Translation and Interpretation's data base also proves to be a viable resource for written communications as well as telephone interpretation. In addition, bilingual staff provides translated communiques whenever possible for other "in-house" writing. Predominant languages in our community include: Spanish, Uzbeki, Urdu, and Russian.

Additional ways to collect preferred language data are: the RPOB ATS report, Blue Card data, Parent surveys, and teacher surveys collected by class.

We survey the needs and capabilities of the parents at PTA meetings and parent workshops held at the school. We also review the home language survey from questions 5-8 which asks: "What language is spoken at home most of the time?" and "What language does the child speak with parents most of the time?" We also interpret data in the language breakdown of ESL students, and when analyzing the school's report card we focus on the school's percentage of ethnicity, recent immigrants, and recent immigrant's place of birth. P.S. 99 supports all parents that speak another language other than English regardless if their child is an ELL or not, by providing them with teachers and a paraprofessional

translator. It is indicated also on the Blue Emergency Contact card for parents to fill out whether they prefer oral and written translations for any contact, and notices. Important notes, bulletins, and PTA notices will be translated through the online translator services accessed through the Board of Education, to meet the written and oral needs of all parents at P.S.99.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

After detailed analysis of the number of ELLs by grade in each language group in our English as a Second Language Program, parents' preferred languages for both written and oral communication in the school was Urdu, followed by Russian, and Spanish. The highest percent of enrollment of recent immigrant's place of birth for 2014-2015 was Pakistan, Russia, and Uzbekistan. Therefore, the greatest demand for translation services in the school were for Urdu, Spanish, and Russian. The findings of our school's written and oral interpretation needs were reported to the school community through parent workshops and PTA meetings.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that the school typically disseminates every year that require translations are ESL Parent Orientation Meetings, ESL Entitlement Letters, Non-Entitlement Letters, Continued Entitlement Letters, and NYSESLAT Tested-Out Letters, Home Language Surveys, Parent Workshops, Parent-Teacher Conference Announcements, Parent Outreach Notices, After-School and Saturday Academy Program Information, New York State Testing Dates, General Overview of Student's Curriculum, PTA Notices and Meetings. All these documents will be distributed to families throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings our school will typically have with parents throughout the school year will be parent-teacher conferences, parent-teacher grade curriculum day meetings, Parent Outreach

meetings, Informal interactions that may occur with parents during the school year may be dean calls to parents.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will meet the identified translation needs indicated in Part B by providing the availability of a teacher before/after school, and also the availability of a paraprofessional before/after school. To meet the identified needs for written translation for parents, important notes, bulletins, PTA notices, and the above-mentioned documents, a teacher, paraprofessional, and the on-line services accessed through the Board of Education will be provided.

We plan ahead and submit written as well as oral requests in a timely manner to the T& I Unit so that translations are distributed at the same time as English documents. Additionally we utilize the templates for school holidays, parent-teacher conferences and other DOE notices via the T & I Intranet site that need to be translated and distributed. Only accepted translators are utilized to communicate information about student academics. We have available a roster of bilingual staff who can be called upon to interpret. We make advance arrangements to ensure interpreters are available for events and parent-teacher conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will meet identified interpretation needs as indicated in Part B by providing the availability of teachers and a paraprofessional before and after school. The teachers will be available for oral interpretation of Spanish and Russian, and the paraprofessional will be available for Urdu.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service, through Translation and Interpretation Brochures, Language ID Guides, Language Palm Cards which will be distributed at staff meetings. We have scheduled a meeting exclusively on translation and interpretation services.

All teachers and staff receive a copy of the "I Speak.." card which includes the phone number for over-the-phone interpretation.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Upon a new student's enrollment, the parent language will be written on the student's Blue Emergency Contact Card, and maintained on the ATS System through the ELPC program, which must be updated within the 10 days of the student's arrival. Parent's needs for oral and written translations will be reviewed, and the teachers and a paraprofessional will be available to fulfill Section VII of Chancellor's Regulations A-663, during workshops, meetings, and for parental notices, and documents, along with the Board of Education translation services. A written notification of parent's rights regarding translation and interpretation in the appropriate covered languages, and on how to obtain these services will be posted in the school, and distributed to the parents. All notification documents can be found at the T & I intranet site.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will gather feedback from parents on the quality and availability of services by administering parent surveys, and during weekly parent outreach and contact meetings.