

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K199

School Name:

P.S. 199 FREDERICK WACHTEL

Principal:

ROSALIA BACARELLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 199 School Number (DBN): 21K199
Grades Served: Pre-K to 5
School Address: 1100 Elm Avenue, Brooklyn, NY 1230
Phone Number: 718-339-1422 Fax: 718-336-5562
School Contact Person: Gina Leahy Email Address: _____
Principal: Rosalia Bacarella
UFT Chapter Leader: Andrew Rosenberg
Parents' Association President: Samina Azam
SLT Chairperson: Gina Leahy
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Erica Agosto
Student Representative(s): N/A
N/A

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, New York 11236
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 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4872 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)
Rosalia Bacarella	*Principal or Designee	
Andrew Rosenberg	*UFT Chapter Leader or Designee	
Samina Azam	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Erica Agosto	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Saima Saqib	Member/ Parent	
Marcus Agosto	Member/ Parent	
Navida Ahmed	Member/ Parent	
Lisa Esposito	Member/ Teacher	
Holly Fleischer	Member/ Teacher	
Gina Leahy	Member/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

PS 199 is a Pre-K to 5 school located in the diverse community of Midwood, Brooklyn. Of 503 students, 23% are Asian, 26% are Hispanic, 4% are black, 46% are white, and 1% are of other backgrounds. About 37% of our students are English Language Learners. This population has been steadily growing and we currently have 26 languages spoken in our school community. PS 199 also has a growing ASD Horizon program. We currently have classes in Kindergarten and first grade. The program will increase by one grade per year until 2018.

The Mission of PS 199 is to instill a life-long love of learning and to foster self-esteem in every child. In addition, we strive to work with parents to meet the social, emotional and educational needs of all children so that they will be able to meet the challenge of their future college and career aspirations. We feel that literacy is the foundational skill in a well-rounded education, which is essential in order for children to become contributing citizens of our communities, country and world.

As a Teachers College Reading and Writing Project School, our ELA curriculum aligns to the Common Core Learning Standards and our teachers engage in a continuous cycle of planning, professional development and reflection on student achievement in reading and writing. Our math curriculum is based on Go Math! which emphasizes fluency, conceptual understanding and problem solving. Content area studies in science and social studies focus on student inquiry and literacy based informational and argumentative writing supported by facts and details. "Across grades and subjects, all students have opportunities to engage in paired and class discussions that forge student thinking toward high-level concepts, leading to the formulation of ideas and arguments supported by facts," states PS 199's most recent Quality Review (2012-13). PS 199 has a strong arts program, with arts instruction being provided by our own teachers and through partnerships with the New York City Ballet and Music in the Brain. We also offer after school programs through Midwood Development Corporation (MDC) for grades K-5. Grades 3-5 participate in Academic Intervention after school programs, as well as arts and enrichment programs.

As a professional learning community, PS 199 has a strong culture of collaborative teachers. Our Quality Review states: "Deep collaboration between teachers and administration results in instructional coherence across the school that is evident in all classrooms." Teachers on all grade levels have common planning periods each day and a double period once per week. During the Monday professional development period and the Tuesday professional activity period, teachers learn and work together. For example, our school focused on vocabulary instruction in the 2014-15 school year. After reading the book Words, Words, Words by Janet Allen, teachers implemented the strategies they learned and then shared with colleagues what worked well and what may need refinement.

PS 199 also made significant progress in the area of strong family-community ties. Teachers worked in teams during the Parent Engagement period to plan Parent Workshops (9 workshops were delivered in 2014-15); create a new Parent Newsletter called the Elm Avenue Journal; create a Student Progress Report which was sent to parents in January; and create a PS 199 website. As a school, we placed increased emphasis on having translation services available for every major parent meeting.

In 2015-16, PS 199 will continue to focus on rigorous instruction. Over the last number of years, we have focused on various elements of the Common Core Learning Standards, curriculum, and instructional practice. These have included vocabulary, math discussion, close reading and text complexity, questioning and discussion, formative assessment and meaningful feedback. These have resulted in both improved instructional practice and increased student achievement. By focusing on rigorous instruction in 2015-16, we believe we can build on all that we've learned and achieved.

21K199 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	489	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	76.4%	% Attendance Rate		93.6%
% Free Lunch	79.0%	% Reduced Lunch		6.0%
% Limited English Proficient	29.9%	% Students with Disabilities		18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		4.4%
% Hispanic or Latino	26.4%	% Asian or Native Hawaiian/Pacific Islander		27.0%
% White	41.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.0%	Mathematics Performance at levels 3 & 4		61.2%
Science Performance at levels 3 & 4 (4th Grade)	95.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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.

The 2015 Framework for Great Schools Report gives PS 199 a score of 83 for rigorous instruction. While PS 199 is strong in the areas of curriculum and teaching and learning, earning ratings of Well Developed on the 2012-13 Quality Review, we received a proficient in the area of assessing what students are learning. Over the past two years, PS 199 has worked on developing Common Core-aligned performance tasks and analyzing the resulting student work to adjust instruction. We will continue this work into the 2015-16 school year, placing emphasis on utilizing the Rubric for Academic Rigor and the Rubric for Student Engagement when developing tasks, as well as monitoring student achievement by standard, specifically for our English Language Learners which is a growing population.

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, the percentage of 4th and 5th Grade English Language Learners who are meeting and or exceeding standards (Level 3 or higher) in ELA will increase by approximately 30% (from 9 out of 51 students to 24 out of 51 students) as measured by the spring 2016 New York State ELA assessment.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>ESL teachers will engage in collaborative inquiry to research and develop 3 tasks aligned to the CCLS and the NYSESLAT, and plan accompanying instruction which meets a Level 3 or 4 of the Rubrics for Academic Rigor and Student Engagement. They will develop accompanying rubrics for the tasks, analyze student work, and adjust instruction accordingly.</p>	<p>English Language Learners</p>	<p>September 2015 to June 2016</p>	<p>ESL Teachers ESL Coordinator and Coach</p>
<p>ESL teachers will be programmed for 1 common preparation period per week with each other and at least 1 common preparation period with the grade they service.</p>	<p>ESL Teachers</p>	<p>July 2015 to September 2015</p>	<p>Assistant Principal and Principal</p>
<p>ESL programming will be scheduled in a push-in/pull-out model in order to meet new Part 154 requirements and provide targeted and engaging instruction for Entering, Emerging, Transitioning, Expanding and Commanding levels of ELL students.</p>	<p>English Language Learners</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal</p>
<p>Parents will be invited to workshops on how to assist their children in meeting rigorous expectations. An English as a Second Language Class will also be provided to parents during the Tuesday Parent Engagement time.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>ESL Teachers with the support and guidance of the Principal, Assistant Principal and ESL Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Teachers schedules will include one common preparation period with each other and at least one with the grade the service. • Student schedules will be developed in a push-in/pull-out model. • Teachers College Staff Developers will be called on to support the teachers in the development of the performance tasks, rubrics and rigorous and engaging instruction. 											
<p>Part 4b. 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		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Performance Tasks will be administered in September/October, January/February, and May/June. The January/February Performance Task will serve as the mid-point benchmark.

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.

Establishing and maintaining an environment in which students feel safe, supported, and challenged is woven into the culture at PS 199. PS 199 has a full time Guidance Counselor who works with teachers and staff to ensure that students feel safe and supported. In addition to making herself available at critical times in the school day such as arrivals and lunch periods, the Guidance Counselor also coordinates a Peer Mediation program and a Service Learning Team and Program. This year, the Service Learning Team coordinated service projects with the themes of compassion, courage, acceptance and community. Each project was anchored by a school wide Read Aloud book and an outreach project. Every student is well known by multiple teachers and staff who can be available to students or refer them to the Guidance Counselor when assistance is needed. The Guidance Counselor plays a critical role in supporting the emotional needs of students in the Horizon Program, as well.

In 2014-15, PS 199 had only 1 Principal’s suspension. Our attendance rate year-to-date is 94.5%, compared to 93.6% in 2013-14. We rated Well Developed on indicators 1.4 and 3.4 – Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults – of the Quality Review. We received a score of 72 on the Supportive Environment section of the School Survey, with scores of 100, 99, 96, 98, and 97 in the sub-categories of safety, classroom behavior, social-emotional measure, press toward academic achievement, and peer support for academic work, respectively. Student performance in 2013-14 was at a level higher than the average for comparable schools with 43% at Levels 3 and 4 in ELA and 61.2% at Levels 3 and 4 in Math. Math saw a dramatic increase in performance of 15%. We introduced Enrichment Clusters , based on the Renzulli model of school wide enrichment. The success of this program, which engages students in project- and team-based learning, has provided academic enrichment and has contributed to a greater sense of community at PS 199.

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.

By June 2016, all students will participate in at least 3 Service Learning Projects and one cycle of Enrichment Clusters in order to continue to grow a supportive environment that enables our students to meet or exceed the expectations of rigorous instruction as measured by a survey which will be distributed after each project. The survey will measure how well students feel supported in reaching their academic goals.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A Service Learning Team comprised of teachers representing Grades K-5, ESL and Special Education will be assembled under the direction of the Guidance Counselor. The Service Learning Team will decide on the theme(s) for the year, select the anchor Read Alouds, develop the projects and lesson plans for each grade, and communicate the plan to their colleagues and parents.</p>	<p>All students including ELLs and SWDs</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor Service Learning Team</p>
<p>Teachers will submit proposals for the Enrichment Cluster they would like to teach. Students will be given a choice of a wide array of Enrichment Clusters in which to participate. Parents will be informed of the choices and encouraged to help their children select a cluster of interest. Parents will be invited to culminating events and celebrations.</p>	<p>All students including ELLs and SWDs</p>	<p>January 2016 to June 2016</p>	<p>Principal and Assistant Principal</p>
<p>The Guidance Counselor will plan 3 parent workshops for Horizon families and 3 parent workshops for all families on a topic related to supporting the academic achievement of their children.</p>	<p>Parents and families</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor</p>
<p>The Service Learning Team will develop a survey which will be distributed three times during the year, following each Service Learning Project and the Enrichment Clusters in order to measure how well students feel supported in reaching their goals and their attitudes of responsibility for their school and community.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • The Service Learning Team will utilize the Tuesday Professional Activities period to meet and plan the Service Learning curriculum and calendar. • The Guidance Counselor will utilize the Parent Engagement time on Tuesday for parent workshops.

- Teachers will utilize the Professional Activities period and other common and individual preparation periods to plan for Enrichment Clusters.

- Preparation periods will not be scheduled on Friday afternoons in order to facilitate Enrichment Clusters.

Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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.

By January 2016, the Service Learning Team will have completed one Service Learning Project and planned the second.

By February 2016, teachers will have submitted their proposals for Enrichment Clusters.

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.

Teacher collaboration is woven into the daily schedules and routines of PS 199. Classroom teachers are scheduled for a common preparation period with their grade colleagues once per day and a double period once per week. ESL teachers and special education teachers have one common prep per week with the grades they serve. Teachers also have opportunities to meet during the Tuesday Professional Activity Period. During these common planning periods, teachers plan curriculum and assessments, they norm and analyze student work, and reflect on next steps.

Teachers learn together during the Professional Development period on Mondays and provide professional development for each other. Teachers turn keyed what they learned at PD at our network and at Teachers College. During summative conferences in June, teachers reflected that the professional development provided by their colleagues was some of the most helpful because it was teacher-to-teacher and relevant. Many teachers also requested more opportunities to meet in vertical teams, a practice which PS 199 had in the past but which was not continued this year due to scheduling.

The 2015 Framework for Great Schools Report gave PS 199 a score of 90 for Collaborative Teachers based on the School Environment Survey and the Quality Review. There is a high degree of trust among teachers with PS 199 earning a score of 95 in the Teacher-Teacher trust component.

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.

By June 2016, 80% of all students in Grades K to 5 will attain a level 3 or 4 on the spring ELA writing task as measured by a teacher made rubric based on the Teachers College Writing Continuum.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In consultation with the Instructional/PD team, a Professional Development Plan will be created for 2015-16. The plan will include opportunities for at least 3 Vertical Team Meetings and at least 2 Vertical Learning Walks.</p>	<p>Instructional/PD Team</p>	<p>June 2015 to June 2016</p>	<p>Principal with the Instructional/PD Team</p>
<p>Professional Development will be provided to teachers to prepare for the vertical team meetings and learning walks. The PD will address:</p> <ul style="list-style-type: none"> • The protocols that will be used for making observations and giving feedback. • The lens that will be used for the analysis of student work and learning walks. At least one of these lenses will focus on English Language Learners and Students with Disabilities. • Research-based strategies that teachers can use to address identified needs and next steps. 	<p>All Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal Assistant Principal Literacy/ESL Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Per Session funding will be made available to teachers on the Instructional/PD Team so that the Team may meet at least once before the start of the 2015-16 school year to plan Professional Development. • TC Staff Developers will be leveraged to guide the Learning Walks, as well as to deliver PD on the research-based strategies that teachers can use to address the needs identified through this work. • Monday PD time will be used for professional development. The work will be carried into the Professional Activity time on Tuesday when teachers can put what they learned into action.

Part 4b. 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		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>By January 2016, all teacher will have participated in at least 1 vertical team meetings in which an ELA or Math task was analyzed in order to strengthen the academic rigor of the task as measured by the Rubric for Academic Rigor.</p> <p>By January 2016, all teachers will have participated in at least one vertical learning walk using the lens of academic rigor and student engagement in order to strengthen teacher practice vertically across grades as measured by 3c of the Danielson Framework (Engaging Students in Learning) and 3b (Questioning and Discussion).</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

The Framework for Great Schools Report 2015 rated Effective School Leadership at a score of 75, with 97% and 94% positive responses in the subcategories of Inclusive Principal Leadership and Principal Instructional Leadership, respectively. Teacher influence scored 55% positive responses. PS 199 earned a score of 83 for Trust on the Framework for Great Schools Report, with 98% positive responses for Parent-Teacher trust, 100% positive responses for Parent-Principal Trust, 89% for Teacher-Principal Trust, and 95% for Teacher-Teacher Trust.

According to the 2012-13 Quality Review, “Frequent cycles of observation measures progress toward reaching pedagogic goals and teachers receive effective feedback that details next steps for improving instructional practice. School leaders continually analyze data from observation cycles to understand teacher skill and impact on student outcomes. Professional development plans for the school and for individual and groups of teachers align to data and result in improved teacher practice. The culture of the school is one of professional learning, where teachers articulate feeling extremely supported by administration and have full recognition of how their practice influences student learning.”

At the same time, School Leadership focuses on building capacity in teacher leaders and teacher teams, providing opportunities for professional development outside of PS 199 and facilitating the turnkey of the professional development at PS 199. For example, 6 teachers attended Professional Development at Teachers College and then developed workshops for their colleagues during the Monday PD time. Three others volunteered to provide PD on technology and math centers.

Teacher practice on average is 96% Effective or Highly Effective as measured by Advance Observations at the end of June 2015.

School Leadership will continue to lead by example by participating in teacher team meetings and professional development and building trust and capacity in teacher leaders and teacher teams, in order to maintain this high degree of performance and expectations.

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.

By June 2016, there will be a 20% increase in students achieving levels 3 and 4 on the ELA and Math tasks, using the first ELA and Math tasks as a baseline and measured by a teacher made rubric due to greater Principal and Assistant Principal participation in teacher common planning periods and vertical team meetings in which student work and teacher practice was analyzed.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Grade meetings and vertical team meetings at which the tasks will be analyzed will be scheduled into the school calendar.	Principal and Assistant Principal	September 2015	Principal
Grade meetings and vertical team meetings at which other student work (reading logs, reading post-its, writers notebooks and folders, math assessments, etc.) will be analyzed will be scheduled into the school calendar.	Principal and Assistant Principal	September 2015	Principal
Vertical Team Learning Walks will be scheduled into the school calendar. At least two learning walks will focus on instruction for ELLs and SWDs.	Principal and Assistant Principal	September 2015	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teacher common planning periods • Monday PD time • Tuesday Professional Activities time • TC Staff Developer • Literacy/ESL Coach 											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

By February 2016, the Principal and Assistant Principal will have participated in 75% of common planning and vertical team meetings to date. The growth between the first and second ELA and Math tasks will be analyzed. Similarly, the growth in teacher practice on Advance observations, particularly in 1e (Designing Coherent Instruction), 3b (Questioning and Discussion) and 3c (Engaging Students in Learning) will also be analyzed.

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 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.

PS 199 made significant progress in the area of strong family-community ties in 2014-15. Teachers worked in teams during the Parent Engagement period to plan Parent Workshops (9 workshops were delivered in 2014-15, including workshops for parents of students with IEPs, students with autism, and English Language Learners); create a new Parent Newsletter called the Elm Avenue Journal; create a Student Progress Report which was sent to parents in January; and create a PS 199 website. As a school, we placed increased emphasis on having translation services available for every major parent meeting. However, there is still more work to be done, particularly in the area of parent involvement. As reported on the Framework for Great Schools Report 2015, 75% of the parents who completed the survey responded positively to questions on parent involvement.

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, PS 199 will increase the percentage of positive responses in the section on parent involvement of the Framework for Great Schools Report by 10% (from 75% to 85%).

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>As in 2014-15, teachers will be given a choice of parent engagement teams to join. A Parent Involvement Team will be added to the list of teams. The first priority for this team will be to develop a survey asking parents how they would like to get more involved in our school. Based on the results of this survey, a plan will be developed and implemented.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Parent Involvement Team consisting of teachers, the Principal and Assistant Principal</p>
<p>Parent Engagement Teams from 2014-15 will continue</p> <ul style="list-style-type: none"> • Develop and deliver parent workshops • Create and publish a bi-monthly parent newsletter • Fine tune the January Student Progress Report • Update the PS 199 Website 	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Parent Engagement Teams</p>
<p>An ESL class for parents will be made available during the Parent Engagement time.</p>	<p>Parents</p>	<p>October 2015 to April 2016</p>	<p>Literacy/ESL Coach Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Tuesday Parent Engagement time will be utilized by teachers to work on these initiatives and conduct parent meetings and workshops.</p>											
<p>Part 4b. 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		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By January 2016, a follow-up survey will be sent to parents asking if we are meeting their expectations for parent involvement and measuring our progress toward this goal.

Part 5b. 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.)
English Language Arts (ELA)	Below grade level benchmark on Running Record Wade Assessment Level 1 on ELA State Assessment	Guided Reading Close Reading Shared Reading ----- ----- Interactive Writing Wilson Intervention System ----- ----- Close Reading Shared Reading Interactive Writing	Small group instruction One-to-one tutoring ----- ----- Whole class	During School ----- ----- After School
Mathematics	Level 1 on Math Performance Task Level 1 on Math Sate Assessment < 50% Average on Go Math Assessments	Guided Practice UDL Scaffolds Number Talks	Small group instruction One-to-one tutoring Whole class	During School After School
Science	Level 1 on Performance Tasks Level 1 on 4 th Grade State Assessment	Close Reading Shared Reading Repeated Readings Vocabulary Support Guided Review	Small group instruction Whole class	During the School Day After School

Social Studies	Level 1 on Performance Tasks	Close Reading Shared Reading Repeated Readings Vocabulary Support Guided Review	Small group instruction Whole class	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendation	Behavior Modification Systems Parent Communication Tools	One-to-one counseling Small Group counseling Parent/Teacher meetings	Before School During School After School

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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>Recruitment: PS 199 recruits new teachers in a variety of ways, including attending recruitment fairs, working with the New York City Teaching Fellows and Teach for America, using the New Teacher Finder website, and posting vacancies through Galaxy. We also contact the local universities including New York University, Columbia Teachers College, and Brooklyn College to make student teachers and others aware of opportunities. This provides us with a robust set of resumes from which to choose the most qualified candidates to interview. Candidates are interviewed and asked to present a demonstration lesson to a class or group of students. Through this process, offers are made only to the most highly qualified teachers.</p> <p>New Teacher Mentoring: New teachers are mentored by our school's Literacy Coach and ESL Coordinator, Mrs. Nancy Zaugg. Mrs. Zaugg meets with new teachers at least twice per week – modeling lessons, providing curriculum and lesson planning support, setting up intervisitations – providing individualized and personalized professional development. In addition, new teachers are supported by the teachers on their grade since all teachers participate in common planning time two periods per week.</p> <p>Retention and On-going Professional Development: PS 199 prides itself in being a Professional Learning Community. Our teachers participate in ongoing professional development provided by Teachers College and the Department of Education. Many of our teachers take leadership roles in turn-keying professional development and supporting their colleagues.</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).
<p>As a Teachers College Reading and Writing School, the Principal, Assistant Principal, Literacy Coach, and teachers receive ongoing professional development on literacy instruction that meets the CCSS. The Principal and Assistant Principal attend conference days at Teachers College and/or participate in the on-site professional development offered at our school. The Literacy Coach attends 10 professional development days specific to strategies to effectively coach teachers. One teacher per grade attends lead teacher workshops and turnkeys the information to their grade during scheduled , grade specific professional planning periods. Each teacher will attend at least one workshop day at Teachers College and participate in at least 10 on site professional planning days. During these on site professional development days, the Teachers College staff developer models lessons, observes lessons, debriefs and plans with teachers. On this day, administration, the literacy coach and teachers participate and have access to</p>

one-to-one coaching if needed. The ESL teachers attend a conference day facilitated by a senior staff developer. Teachers are asked to provide written feedback and information for each calendar day they attend and may turn key the information to staff during the 80 minute Monday PD period, faculty conferences, professional development days and planning periods as needed or requested. In addition, we host Teachers College Institutes at our school, allowing our teachers to have access to more professional development and model lessons.

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

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

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

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.).

In order to facilitate the transition from the early childhood program to Kindergarten, the Pre-K staff arranges visits to the Kindergarten classes. The children have an opportunity to observe a lesson and interact with the Kindergarten staff. For our parents, a workshop is offered by our Pre-K social worker. This workshop helps parents better understand the expectations of kindergarten and offers tips on what they can do with their child over the summer to help maintain routines that have been established throughout the year. Additionally, parents are invited to a parent

night in May where the Kindergarten staff articulates information on curriculum, routines, life skills and summer suggestions in order to prepare for the transition to Kindergarten.

Our Teachers College staff developer and literacy coach also assist in the Pre-K to Kindergarten transition by providing the Pre-K staff with PDs that help them have a better understanding of what their student's start of the year will look like in Kindergarten. For example, teachers learn how to utilize emergent story books to enhance their student's oral language skills. Professional development such as this helps to align the curriculum and ease the transition process into Kindergarten.

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.

A Measure Of Student Learning (MOSL) Committee will be created in September 2015. The Committee will meet at the start of the year to discuss the various assessment measures available. The team will review school data from the 2014-2015 academic year to inform their decision making. Once the decision is made by the team, they present the data and the decision to the school community during a professional development period. School staff continually participates in professional development provided by Teachers College, administration and teacher leaders in looking at student work to inform instruction. Grade teams meet regularly to norm and look at student work and develop lessons and resources to improve student learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	340,575.00	X	
Title II, Part A	Federal	44,420.00	X	
Title III, Part A	Federal	19,784.00	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,991,864.00	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 199]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 199]** 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;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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)

[PS 199] , 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:

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;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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. 199 Frederick Wachtel</u>	DBN: <u>21K199</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>4</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: _____ This after school program will provide direct instruction to ELLs to prepare for the New York State ELA and Math assessments. The program will meet one day per week for 2 hours after school from Decembr 4, 2014 to April 9, 2015 and the program will be same in the following school year. There will be one class on each of the 3rd, 4th and 5th grades with 56 ELL students and 31 former ELLs (Former ELLs will be included after extensive outreach is made to the eligible ELLs is done to attend the Title III program.). Title III funds will be used for two ESL teachers to provide direct instruction to these ELLs. We've found that ELL students in particular need the additional support and practice in order to meet standards on the state assessments. At the same time, they require language scaffolding and strategies appropriate to their level of language acquisition. Two certified ESL teachers will work with 3rd, 4th and 5th grade teachers who are experienced in preparing students for these assessments in order to plan instruction that will meet the needs of the ELLs in the program. The ESL teachers will push-in and co-teach with the teachers in each class on a rotating basis. They will use test preparation materials supplemented with additional resources for language support.

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

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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

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 21	Borough Brooklyn	School Number 199
School Name Frederick Wachtel		

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 Rosalia Bacarella	Assistant Principal Gina Leahy
Coach Nancy Zaugg	Coach type here
ENL (English as a New Language)/Bilingual Teacher Aimee Trombetta	School Counselor Alison Spund
Teacher/Subject Area	Parent Saima Saqib
Teacher/Subject Area Sarah Proffit/ENL Teacher	Parent Coordinator Rita Velic
Related-Service Provider Chaya Twerski/Speech	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Isabel DiMola	Other (Name and Title) type here

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	502	Total number of ELLs	220	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	137	ELL Students with Disabilities	36
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
TBE										0
DL										0
ENL	137		32	7		4	0			0
Total	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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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	12	15	11	9	4	12								0
Chinese	4	0	0	2	2	1								0
Russian	11	11	8	15	8	7								0
Bengali					2	1								0
Urdu	1	1	2	7	0	2								0
Arabic	0	1	0	1	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1		1		1									0
Other	12	20	4	10	13	7								0
TOTAL	0													

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
Entering (Beginning)	7	5	2	4	3	4								0
Emerging (Low Intermediate)	2	2	1	5	4	2								0
Transitioning (High Intermediate)	5	1	3	3	5	1								0
Expanding (Advanced)	12	29	9	20	7	8								0
Commanding (Proficient)	15	11	11	12	12	15								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						1								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		11	11	12	12	15								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	10	3	1	0
4	14	7	4	1	0
5	7	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		12		6		2		0
4	12		7		4		3		0
5	5		4		5		2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		6		12		5		0
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Early literacy skills of ENLs are assessed through Teachers College TCRWP assessments. The assessment includes a concepts of print analysis, letter and sound recognition, spelling inventory, high frequency word recognition and leveled running records. The data informs our instruction and allows teachers to set goals for their students. Data patterns reveal that in kindergarten, the vowels were shown to be particularly tricky for the ENL population. In grade 1, while the students had mastered the vowel sounds, they were having difficulty with blends and glued sounds, as well as needing more practice with their sight words. These then became the goals for the ENL students and they were re-assessed periodically.

Additionally, ENL teachers set goals to reflect the needs of their students based on listening, speaking, reading and writing. These goals are based on the data collected from the NYSESLAT. The goals are monitored and assessed periodically. ENLs in the primary grades need additional support in all the modalities. This support is provided through the Foundations word study program and Reading and Writing workshops. ELLs in grades 3-5 who require literacy and decoding support receive additional instruction through the Wilson reading program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The results of the NYSESLAT for last year's grade K students showed that ELLs need support this year in their writing and speaking. After analyzing the data, it was obvious their strengths were in listening and reading, and so this year's goal will be to continue to build on that strength while working toward increasing their abilities in writing and speaking. The data for grade 1 students on the other hand shows that a goal this year should be speaking and reading. Many of the ENL students demonstrated strong writing and listening skills, and will need support this year in other modalities.

In grade 3, data revealed that students struggled with the listening component while in grade 4, students had difficulty with the writing subtest. Many expanding students received the scale scores required for commanding in each modality but their total scale score was not in the range for commanding.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Though we have not used the AMAO tool before, one of our ENL teachers attended a DOE professional development providing instruction on the use of the tool and will turnkey this information. We plan to use the AMAO tool to identify students who are at-risk for not meeting achievement goals. This data will be used as part of our rationale for identifying students who need additional supports or specific language needs.

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

Our schools does not currently use the ELL periodic assessment.

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](#).]

All of our children are given a baseline assessment which includes a Teachers College running record, a concepts of print assessment (in kindergarten), a high frequency word assessment and a spelling inventory. The data is then collected from these assessments, children are flagged and placed into groups within their class for Tier I intervention. The teacher keeps track of them over a 6 week period by progress monitoring them every 2 weeks. If the child does not make any progress, they are then referred to Tier II intervention. This is provided in a small group where progress is closely monitored every 2 weeks. In the event that the child does not make progress, he/she moves to Tier III for independent instruction.

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

To ensure that a child's second language development is considered when making instructional decisions, we look at assessments given to our ENLs. Data often reveals that additional literacy and language development skills are needed in order for our ENLs to continue in their language progression. Instructional decisions are made to include some of our ENL population in our Wilson intervention program as well as our after school programs in Literacy, Math and Science. School leadership has also provided ipads to classrooms with large ELL populations. These ipads serve as a tool for making language acquisition more accessible. Additionally, an ENL teacher serves on the school's Instructional Committee to provide input and support to the classroom teachers on appropriate scaffolds and curriculum development for the ENL children. The ENL teachers also plan with the classroom teachers that they service in order to enhance the second language development of each of their ENL students.

ENL teachers analyze the RLAT in order to form groups and create instructional goals so that the ELLs proficiency levels can increase in all modalities. The RLAT gives a three year history of the child's performance on the NYSESLAT which allows the ENL teacher to see the progression of each child's second language development.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

P.S. 199 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Programs for ELLs are evaluated by looking at results from the NYSESLAT, state exams and our Teachers College assessments. The number of children gaining proficiency and those advancing levels not only on the NYSESLAT but the TC assessments are clear indicators of how successful our programs for ELLs are.

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 parent/guardian with a child entering the NYC school system for the first time is given a Home Language Identification Survey (HLIS) to complete during the registration process. If a student has a home language other than English, ESL Coordinator Nancy Zaugg or one of our certified ENL teachers, Aimee Trombetta or Sarah Profitt, conducts an informal interview with the parent/guardian at that time. If the parent/guardian or student needs the interview in another language, translation services are provided by our staff members. The staff members utilized in this process are Anna Dopyera, Jacqueline Lopez and Farhat Zaka. If a

staff member is not available in a language that a parent/guardian speaks, we then use the Translation Services hotline.

Once the HLIS is reviewed and the interviews are conducted and it is determined that the child speaks a language other than English, or very little English, he/she is tested with the NYSITELL. The student is administered the test within 10 days by one of our licensed ESL teachers or our licensed ESL coordinator. The team works together closely to ensure testing is completed and documents are submitted in a timely manner.

Students identified as ELLs are tested in the Spring with the NYSESLAT. When the results are posted, parents/guardians are notified of their student's progress. Continued entitlement letters and transitional entitlement letters are sent to the parents in their native language and in English. Parents/guardians of newly entitled students that are entitled to receive services as per the NYSITELL receive entitlement letters. They are invited to an orientation meeting where they view the orientation video explaining their program options. At the meeting, they make a program choice and have an opportunity to ask questions.

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).

We currently do not have any SIFE students. This has been determined via the interview process done at the time of registration. None of our newcomers have met the SIFE criteria.

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 LPT determines NYSITELL eligibility when a student with an IEP enters the schools system for the first time. The LPT consists of Gina Leahy, Assistant Principal, ESL Coordinator Nancy Zaugg and IEP Teacher Nadia Ciaccia and the student's parent/guardian. A qualified interpreter or translator of the language or mode of communication the parent/guardian best understands will be present at the LPT. The school will make arrangements for these services prior to the meeting. The LPT determines eligibility based upon evidence of the student's language development by looking at the results of the Home Language Identification Survey, the student's history of language use in the school and home, the results of the individual evaluation and information provided by the CSE as to whether the student's disability is the determinant factor affecting the student's ability to demonstrate proficiency in English.

If the LPT determines that the student may have language acquisition needs, the student then takes the NYSITELL. If it is determined otherwise, and the child should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject the recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is then administered to the student. If the recommendation not to administer the NYSITELL is accepted, the recommendation is sent to the superintendent for a final decision. Additionally, the parent/guardian will be notified in their home language within 3 school days of the decision. The final decision is made by the superintendent or superintendent's designee. He/she has 10 schools to accept or reject the team's recommendation. If it is determined that the student must take the NYSITELL, the school will administer the exam within 5 days and the parent/guardian will be notified. The Language Proficiency Team NYSITELL Determination Form will be completed and filed in the student's cumulative folder.

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.

Once the child has been assessed and the NYSITELL is scanned, the ESL coordinator then issues an entitlement or non-entitlement letter based on the child's score. The child is given the letter to take home in English and in the home language. A copy of the letter is placed in the child's cumulative record and a copy is also maintained in the ESL coordinator's office.

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).

Parents are informed they they have the right to appeal ELL status within 45 days of enrollment through the entitlement letter that is disseminated to them after the results of testing. The ESL Coordinator, Nancy Zaugg oversees the dissemination of these letters and she is referenced in the letter so that parents may reach out to her if necessary.

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.

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

The initial orientation is held on the 11th day of school. This allows us to see which students are eligible for ESL services once the 10 days of testing have come to an end. If a parent/guardian is unable to attend the initial orientation meeting, additional

opportunities are provided to the parents. A second meeting is scheduled for those who were not able to attend the first meeting. One to one meetings are scheduled on an as needed basis. Every effort is made to accommodate the parent/guardian's schedule. This ensures that the viewing of the video takes place and parent surveys are completed in a timely manner. For students that enroll throughout the year, parents/guardians are asked to view the video at the time of enrollment.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Selection forms are distributed to the students along with the Entitlement letter which invites the parent/guardian to the school for an orientation meeting where they will view the video and make a program selection for their child. We distribute each of the forms in English and the home language. It is at the orientation meeting that the forms are collected. The parent's choice is then entered into the ELPC screen on ATS. The data in ATS in regards to parent program choice helps our school monitor parent program choice. It also allows us to see who hasn't made a program choice for their child. In the event that a program becomes available that currently was not available at the school, the ESL coordinator will review copies of the selection forms that she maintains in her office as well as the BESIS screen in ATS. The parent choices are captured on this screen and will provide the names of the children whose parents have selected a TBE or Dual Language program. Names will be collected and parents/guardians will be notified accordingly. We will reach out via letters that state a TBE or Dual Language program is now available and in order to ease this communication, we will have the letters translated in the respective languages by the Translation and Interpretation Unit.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once our orientation meetings are conducted, all program choices are entered into the ELPC screen. This screen also allows us to see who has not completed and returned the Parent Survey and Program Selection form. Additionally, our ESL Coordinator keeps a spreadsheet on file documenting the date the form was disseminated on, the date the form was collected and what the program choice was for each child. When forms have not been completed and returned, our Parent Coordinator, Rita Velic serves as our parent outreach. She calls and speaks to parents/guardians personally to ensure that the Parent Survey and Selection forms are returned on time.
9. Describe how your school ensures that placement parent notification letters are distributed. Once all meetings have been conducted and the parent/guardian has made a selection, the ESL coordinator sends a placement letter home with the child in both English and the home language. A copy of the placement letter is filed in the cumulative record folder. A copy of the placement letter is also retained in the ESL coordinator's files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Critical ELL documents such as: HLIS, Parent Survey and Selection form, Program Placement letter, Entitlement letter, Continued Entitlement letter and Non-Entitlement letters are filed in the child's cumulative record. Additionally, the ESL coordinator keeps copies of these critical documents. These documents are stored in the ESL coordinator's office. Administration as well as the ESL staff have access to these documents.
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. Before NYSESLAT testing begins, eligibility reports are generated and matched up against the ELLs in each class that we service. This helps to ensure that all students are tested accordingly. Our ESL staff is assigned a schedule for each session of testing. The speaking component is done on a one-to-one basis while the other modalities are tested in small groups. Groups are formed off of our class lists and children are tested during the designated testing window. Careful track is kept so that all sections are administered. Teachers will document absentees on their testing envelopes. This allows us to give make-ups accordingly. This procedure is repeated for each session until testing is complete.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon returning to school in September, the ESL team views the RLAT report which is retrieved from ATS. This allows the team to see the results of the NYSESLAT. Letters are then distributed to the students in English and the home language based on the results. These letters are placed in the child's take home folder and reflect whether the child will continue to receive services or transitional support based on their performance of the 2015 NYSESLAT.
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).

In the 2013-2014 school year, 100% of our parents/guardians chose ESL as their program of choice. In the 2014-2015 school year out of the 67 parents/guardians that made selections, 55 chose ESL, 6 chose Dual Language while 6 chose Transitional Bilingual Education. In 2015-2016, out of the 34 parents/guardians that made selections, 28 chose ESL as the primary option while 3 chose Dual Language and 3 chose Transitional Bilingual Education. The trend in program choice has been ESL. At P.S. 199 we honor parent

choice and we align our program models accordingly. If at anytime our numbers reflect the need to open a Dual Language or a TBE program, parents will be informed and classes will be formed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

Specific scheduling will be based on the 2015 NYSESLAT. In general, all ELLs are included in classes with native English speakers and are heterogeneously grouped. Students that are Entering or Emerging are pulled out for stand-alone ENL instruction by a certified ENL teacher. The remaining integrated ENL units of instruction are provided by the certified ENL teacher in a push-in model. Students at the Transitioning, Expanding or Commanding levels are provided with push-in services integrated with ELA or other content area by a certified ENL teacher.
 - 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)?

Certified ENL teachers are provided with a program that specifies the periods they are pulling out for stand alone ENL instruction and periods they are pushing in for integrated ENL instruction, along with student lists for each class. For our Entering and Emerging students in K-5, we provide 180 minutes of integrated ENL instruction in English Language Arts. For our Transitioning and Expanding students, we provide 180 minutes of integrated ENL instruction in ELA. For our Commanding students, we provide 90 minutes of integrated ELA instruction.
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.

In order to maximize English language acquisition for ELLs, the ENL and the classroom teacher work closely to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of our ELLs. To maximize language development, the teachers spend time planning together. These planning sessions enable the ENL teacher to meet the needs of her ELL students in a differentiated manner using ESL strategies. This makes the content more comprehensible for the students and helps them to meet the demands of the Common Core Learning Standards. Some of the instructional approaches utilized are small group instruction, co-teaching and parallel teaching. Within these instructional approaches, the ENL teacher delivers core content by modeling, having the children engage in shared reading, shared writing and interactive writing. The ENL teacher will use the Foundations program, the TC reading and writing units of study and Words Their Way to make content comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, P.S. 199 does two things. One thing we do is test children in Spanish that qualify for Spanish testing when taking the NYSITELL. Another procedure we have in place involves the assistance of our testing coordinator. She articulates with classroom and ENL teachers to provide the state assessments in ELA, Math and Science in native languages for students who would benefit from translated exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, the classroom teacher as well as the ENL teacher do a number of things. To enhance the listening and speaking skills of our ELL students, the children are read to often and take part in meaningful conversations around their read alouds. An activity such as the one mentioned allows the teachers to evaluate their listening and speaking skills. The children also engage in independent reading and writing on a daily basis. Their reading and writing is evaluated frequently through conferring, small group work, post-its, running records, tasks and final writing pieces in each unit.
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
- a. We currently do not have any SIFE students, but in the event we did they would receive academic intervention in the form of small group instruction. They would also be invited to attend our after-school academic program which would be targeted to their specific learning needs.
- b. The majority of newcomers are students in our early childhood grades. The curriculum in these early grades is focused on literacy skills such as phonics, decoding, comprehension and writing. P.S. 199 utilizes Foundations and the Teachers College Reading and Writing workshop model for literacy instruction. ENL teachers also utilize and support this curriculum and scaffold learning using best practices for ESL instruction. For the newcomers in grades 3 to 5, liteacy instruction is delivered using Wilson, a phonics-based reading and writing program. This instruction is in addition to ESL services and liteacy instruction in the classroom. ENL and classroom teachers support learning in the content areas by using best practices such as front-loading vocabulary, using pictures and sentence frames.
- c. For our developing ELLs, they continue to receive their mandated services as well as any necessary accomodations. Wilson intervention services are provided to those students who have been identified as struggling with decoding, fluency and basic reading comprehension.
- d. As a Pre-K to 5 school, PS 199 has no long terms ELLs.
- e. For former ELLs, 90 minutes of push-in services will be provided and testing acomodations will be given to former ENLs accordingly. These students will also be invited to attend our after-school academic program.
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.
- In order to ensure that a student's academic progress has not been adversely affected by the re-identification process, the student will be assessed accordingly using literacy and math tasks that align to CCLS. These tasks allow us to target our instruction for all our levels of ELLs including those that are commanding the language.
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?
- To foster academic gains for our ELL-SWDs we provide professional development to our special education teachers to improve strategies they use in order to meet the needs of their students. They attend workshops given by Teachers College as well as the Department of English Language Learners. These workshops help the teachers provide the academic content that is necessary but with a differentiated approach so that the needs of their learners are met. They provide such strategies as frontloading vocabulary, using sentence frames to accelerate language development, close reading and picture support. Such techniques help to add to the children's vocabulary development and the understanding of new words and content in all subject areas. The ENL teachers also make sure to find leveled books that are also grade appropriate. If there are newcomers in the upper grades, the chosen leveled books are more age appropriate while still at their current reading level.
- In regards to materials, there are a variety of materials teachers use to provide access to the content and accelerate their English development. For one ENL student with hearing issues, we have a microphone to pass around during student-to-student and student-to-teacher discussions so he can hear his classmates and participate. In addition, the grade level Foundations materials have been adapted so that each lesson has an accompanying powerpoint that features visuals of the words studied.
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?
- At P.S. 199, schedules are arranged so that mandated services and ENL services don't conflict. This type of scheduling allows for service providers to work on IEP goals and for ENL services to be deliverd accordingly. ELL-SWD students are placed in ICT classes and are provided services depending on their ELL level. Students who are both ICT and ELL are placed in heterogenous groups which the ENL teacher and the Special Education teacher co-teach so that students are able to receive both of their mandated services. When ELL-SWDs need to be pulled out for their ENL services, it is done so during their non-mandated Special Education periods. Having this plan in place allows for ELL-SWDs to achieve their IEP goals and attain their English proficiency within the least restrictive environment.

Chart

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*
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 Dually 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.

Chart

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

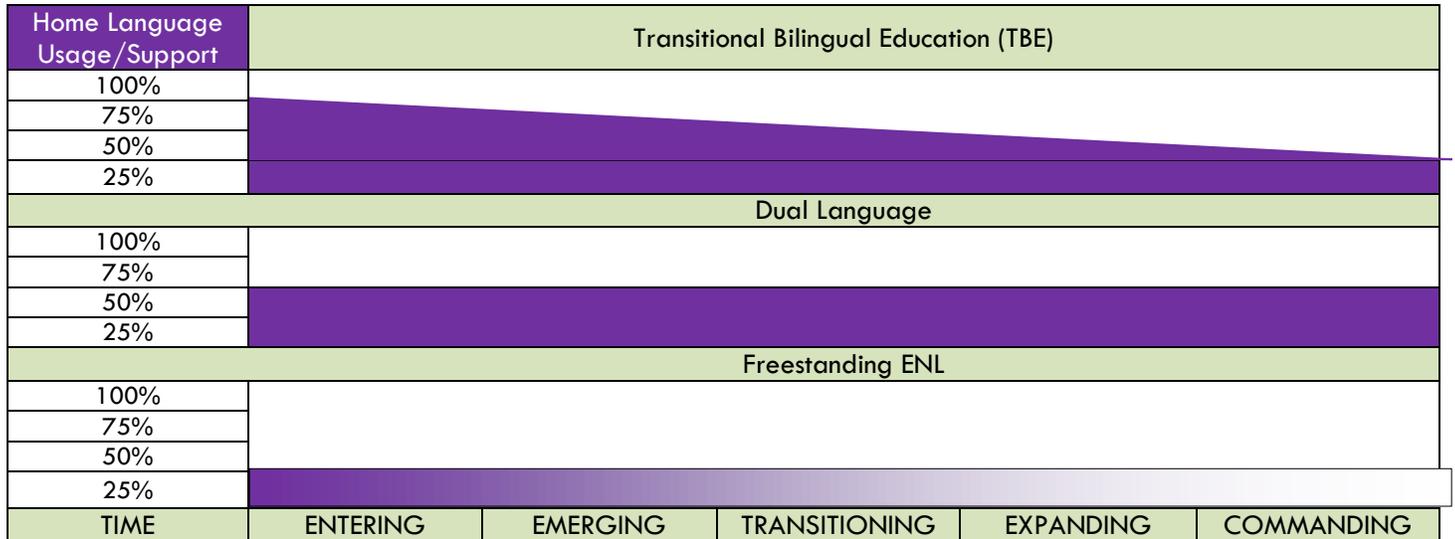


*Note “other approved services” does not apply to New York City at this time.

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. Targeted interventions in ELA and Math include small group instruction, one-to-one tutoring and conferencing. These interventions are provided in all of our grades, K-5 by the classroom teachers as well as the ENL teacher. Foundations Intervention is also provided in grades 1, 2 and 3 by our Wilson Intervention Specialist to meet the needs of those newcomers who are struggling with letter/sound relationships as well of concepts of print as indicated by the TC assessment. The intervention is provided via a push-in model 5 times a week in a first grade, second grade and third grade class. These services are provided in English as these students are in our ESL program. In grades 3-5 the Wilson Intervention Specialist works with small groups of Entering, Emerging, Transitioning and Expanding children to refine their letter/sound relationships as well as their fluency and comprehension skills. The Wilson Intervention is provided via a push-out model. The instruction is delivered in English as these children are students in our ESL program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At P.S. 199 the quality of our instruction in our ENL program has been very successful and this is reflective in our NYSESLAT scores. These scores prove that our program is meeting the needs of our ELLs in language development. In Kindergarten we had a high percentage of our students moving to the expanding level. Out of 19 of our beginners, 31% of them moved to the expanding level while on the intermediate level 13% also moved to the expanding level and at our advanced level 20% moved to the expanding level. In first grade 9% of our beginners moved to the transitioning level and our intermediate and advanced levels had 17% moving to the expanding level. Our second grade data reflects 20% of our intermediate students moving to expanding, 28% of our advanced students moving to expanding and 15% of those advanced students moving to commanding. In third grade, we had 13% of our beginners moving to transitioning and 9% moving to expanding. On the intermediate level 17% of our children moved to the emerging level and 26% of our advanced students moved to the commanding level. In fourth grade, we had 18% of of our intermediate students moving to the expanding and commanding levels while in fifth grade, we had 31% of our advanced students moving to expanding and 31% moving to commanding.
12. What new programs or improvements will be considered for the upcoming school year?
At this time, there are no new programs being considered.
13. What programs/services for ELLs will be discontinued and why?
At this time we will not be discontinuing any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate in the full curriculum at P.S. 199. This includes Literacy, Math, Social Studies, Science, Technology, Music, Art and Physical Education. ELLs engage in small group instruction with their ESL service providers in order to have full access to the curriculum. A Title III after school literacy program will also be offered to ELLs in our 3rd, 4th and 5th graders.
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.
Technology is used to support ELLs through the use of ipads in the classroom. These ipads give students the opportunity to improve their literacy skills with the use of interactive apps. In addition to ipads, computers, ENO boards, document cameras and Smart Boards are available in many of our classrooms to enhance the teaching and learning for all students, including our ELL population. We have also incorporated the LightSail program in several of our classes which allows children to read independently on an ipad. In this literacy/technology program, children have their reading monitored through comprehension questions that are both multiple choice and short response.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
One way PS 199 supports the native languages of our ELL students in our ENL program is by providing literature in their native language both in the classroom libraries and the school library. Parents are welcome to visit the school library to borrow books in their native language and in English to support student growth. We have also established a partnership with parents so that they can apply for a public library card. This will also help them gain access to materials in their native language through the Brooklyn Public Library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and correspond to the age and grade levels of ELLs. Teachers use the Common Core Standards and ESL standards to drive their instruction.
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).
To assist newly enrolled ELL students before the beginning of the school year, parents of ELLs are given a parent handbook. The handbook is available in English, Spanish, Russian, Chinese, Bengali and Urdu. The handbook provides parents/guardians with the

information they need to assist their child with a smooth transition. Additionally, at the time of enrollment translators are called upon to assist the parents if translation services are needed. The staff involved in these translation services are our paraprofessionals, Anna Dopyera, Jacqueline Lopez and Farhat Zaka. The paraprofessionals also take the time to talk to the newly enrolled student in their native language. This helps to ease their anxiety and begins to build a sense of community. This procedure is maintained throughout the school year.

At the very start of the school year, parents are also invited to attend a parent orientation to meet their child's teacher. At this meeting, teachers give clear expectations and parents have the opportunity to ask questions. Translations are provided by our paraprofessionals if necessary and our Parent Coordinator, Rita Velic, is also present at these meetings to welcome our parents/guardians to our school.

19. What language electives are offered to ELLs?

We currently do not offer any language electives to ELLs.

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)?

N/A

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.)

Teachers of ELLs, including the general education teachers, subject area teachers, ENL and special education teachers share common planning periods to facilitate professional development. The planning periods allow time for the development of mini-lessons and an opportunity to look at student work so that decisions can be made on which instructional strategies would work best. During this time, our teachers also receive professional development from a Teachers College staff developer. She visits us 10 times a year and supports our teachers by planning with them and modeling mini-lessons. The guidance she provides benefits all of our personnel. During the common planning periods, our ESL Coordinator/Literacy Coach supports ELL personnel by providing strategies that will also support their instruction.

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?

In addition to the professional development opportunities offered at our school, our ENL teachers participate in professional development offered by the Department of ELLs. Their workshop notes are shared amongst the staff and at times they are given the opportunity to turn key what they've learned at professional development meetings.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor, Alison Spund provides support to ELL students and their families as they consider their middle school options. Ms. Spund, along with our Parent Coordinator also provides assistance in the completion of Middle School forms. Ms. Spund holds a workshop to facilitate this process and we provide translators on an as needed basis. Questions and concerns are always addressed in their home language whenever the need arises.

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.

Our school's 2015-16 Professional Development Plan for the year includes a 4-week cycle dedicated to best practices in rigorous ELL instruction. All teachers, including ENL teachers, will participate in this professional development. In addition ENL teachers attend ELL-specific professional development provided by Teachers College and the Department of Education. Our ESL coordinator and Literacy Coach, Nancy Zaugg, also provide ELL-specific professional development during a weekly common planning period shared by all of our ENL teachers. Mrs. Zaugg maintains records of these professional development activities in the form of agendas and attendance sign-in sheets.

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?

In order to provide annual individual meetings, P.S. 199 will be sending letters home to parents in both English and the parents preferred language of communication. The letter will indicate an appointment time for the parent/guardian to meet the ENL teacher during the Tuesday parent engagement time. The letters will be translated via the Translation and Interpretation Unit to ensure that the parent/guardian understands the importance of this meeting. The letter will also ask the parent/guardian if they require a translator at their meeting. If the parent indicates such, we will provide a translator via one of our staff members or call the Translation and Interpretation unit hotline.

These meetings will involve setting goals, reviewing student work and language proficiency assessments as well as their language development needs in all content areas.

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. In order to foster parental involvement for parents of ELLs, PS 199 holds several parent engagement evenings. We host two art events where parents and children are invited to the school to create a piece of artwork together. This partnership that we have with Materials for the Arts proves to be very engaging and the final products created as a result of these evenings are displayed throughout the school. We also host a Family Game Night where parents and children are invited to play games such as bingo, chess, and checkers with their children. It is the intent of activities such as these to support the home-school connection for all of our parents, including the parents of ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school currently has a partnership with Midwood Development. This partnership provides our school with an after school program. It is available to all of our students and the program provides homework assistance as well as recreational activities.

PS 199 also offers workshops to address the needs of our parents by touching upon several different topics. Health Plus sponsors a workshop to help families obtain free or low cost health insurance. Dial-A-Teacher conducts a workshop on how parents can assist their children with their homework. Additionally, we have a partnership with the Midwood Development Organization. Representatives come to our school during PTA meetings to speak to our parent about housing issues.

5. How do you evaluate the needs of the parents?
The needs of our parents are evaluated through our open lines of communication. Parents and teachers communicate via email whenever necessary and teachers are available every Tuesday to meet with the parents which also contributes to our open lines of communication. In the 2015-2016 school year, we are planning to develop a survey asking parents how they would like to get more involved in our school community. This will be an additional opportunity to evaluate the needs of our parents. Based on the results of this survey, a plan will be developed and implemented.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities and workshops are offered based on parents needs as per a questionnaire. They are also based on what we feel as a school are meaningful activities to get parents involved. Additionally, parents needs are met with suggestions from our School Leadership Team.

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.

Below is our response to question 2 - Section C Parental Involvement.

At the time of the annual meeting, the ENL teacher will have the parent sign in on an attendance sheet so that there is a physical record of those parents who have attended the annual individual meeting. A copy of the attendance sheet will be kept by the ENL teacher and the ESL coordinator. To ensure that parent needs are accommodated, our staff will also give the option of a meeting by phone in the event the parent cannot attend the designated time given to them. This option will be described in the letter sent home as mentioned in question 1 of this section.

School Name: P**School DBN: 21K199**

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)
Rosalia Bacarella	Principal		10/21/15
Gina Leahy	Assistant Principal		10/21/15
Rita Velic	Parent Coordinator		10/21/15
Aimee Trombetta	ENL/Bilingual Teacher		10/21/15
Saima Saqib	Parent		10/21/15
Nadia Ciaccia/Special Ed	Teacher/Subject Area		10/21/15
Sarah Proffit	Teacher/Subject Area		10/21/15
Nancy Zaugg	Coach		10/21/15
	Coach		
Alison Spund	School Counselor		10/21/15
Isabel DiMola	Superintendent		10/21/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 21K199 School Name: PS 199
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) 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

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.

The ESL Coordinator keeps a record of languages spoken at home for each child based on the Home Language Survey. This informs us of the languages we need to make available to our parents. The information is also entered and maintained in ATS and available for reports to be printed out as needed. In addition, the Blue Emergency Contact Card asks parents to indicate their preferred language.

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.

Spanish
Russian
Urdu
Bengali
Chinese
Uzbek
Tajik
Turkish
Hungarian

Part B: Creating a Communications Calendar

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.)

September:

Parent Handbook

Forms: Emergency Contact Information, How will your child go home?, Picture Permission, Bus Passes/Metrocards

School Calendar

Meet the Teacher Night

November:

Grading Policy

Parent Teacher Conferences

January:

Promotion in Doubt Letter

After School Program Information

March:

Parent Teacher Conferences

April:

New York State Testing Calendar

May:

Parent Teacher Night

June:

Graduation information

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.

Parent Teacher Nights: September 17, May 12

Parent Teacher Conferences: November 5, March 3

Informal Parent Meetings are held throughout the year on Tuesdays, 2:30 to 3:10 and by appointment

The Guidance Counselor meets with 5th grade parents during the Middle School articulation process in November

Teachers meet with parents of students with disabilities for Annual Reviews and IEP meetings

Part C: Providing Language Assistance Services

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.

Written communications listed in Part B Question 1 is sent to the Translation and Interpretation Unit for translation at least 2 weeks in advance of when it is required. For example, the Parent Handbook for the 2015-16 school year was sent to the unit in July for translation into Spanish, Russian, Chinese, Urdu and Bengali which are the major languages preferred by our parents.

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.

For face-to-face meetings, PS 199 uses the services of our own staff and/or contracts for translators through the NYC Department of Education's contracted vendor, Big Word, or uses the Translation Hotline. Teachers, paraprofessionals, and other staff members at PS 199 speak Spanish, Russian, Urdu, Chinese, and Arabic. During critical meetings and Parent Teacher Conferences, PS 199 supplements its internal bilingual staff with resources from Big Word and the Translation Hotline.

Part D: Training Staff on Policies and Procedures

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.)

School staff is trained on the use of the over-the-phone translation and interpretation services during a faculty conference in September. The teachers are also provided with the "I Speak..." card by our Language Access Coordinator. They can utilize the card at conferences they take part in with parents/guardians. This will help staff access the appropriate language for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

At the main entrance of the school, welcome signs along with notices on the right to request translation and interpretation services are displayed in all of the languages covered under Chancellor' Regulation A-663. The school Safety Agent desk has language cards so parents can identify the language they speak. The Parents' Bill of Rights is displayed on the PTA Bulletin Board and made available to parents in their preferred language by the Parent Coordinator, in addition to other resources such as the Parents' Guide to Language Access. Parents are informed of the translation services that are available to them at PTA, parent/teacher, Leadership and Title I meetings and through written notices. Translated letters are backpacked home before every formal meeting informing parents of the availability of translation and interpretation services.

Part F: Monitoring and Quality Control

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

Our Parent Coordinator is in regular contact with parents, ensuring that parents are receiving the translation services that they need. Feedback from parents is also gathered through PTA meetings, School Leadership Team meetings, and through the annual school environment survey.