

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q099

School Name:

P.S. 099 KEW GARDENS

Principal:

PAULETTE FOGLIO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 99Q, The Kew Gardens School School Number (DBN): 28Q099
Grades Served: K-6
School Address: 82-37 Kew Gardens Road, Kew Gardens, New York 11415
Phone Number: 718-544-4343 Fax: 718-544-5992
School Contact Person: Aida Trujillo Email Address: AAceved5@schools.nyc.gov
Principal: Paulette Foglio
UFT Chapter Leader: Melanie Honore
Parents' Association President: Jackeline Jauregui
SLT Chairperson: Darlene Connell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Boulevard, Jamaica, New York 11435
Superintendent's Email Address: _____
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene D. Wilks
Director's Office Address: 30-48 Linden Place, Flushing, New York 11354
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: 718-281-3509

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)
Paulette Foglio	*Principal or Designee	
Melanie Honore	*UFT Chapter Leader or Designee	
Mayra Escobar	*PA/PTA President or Designated Co-President	
Darlene Connell	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aida Trujillo	Assistant Principal	
Eileen Doyle	Teacher/3-6 GE/3-6 ELL	
Meghan Parillo	Teacher/3-6 SE/Clusters	
Susan Raia	Teacher/K-2 ELL/K-2 SE	
Cyntia Gomar	Parent/3-6 SE	
Jackeline Jauregui	Co-President/K-2 SE/Clusters	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ellen Kim	Parent/K-2/GE	
Christopher Wong	Parent/Related Services	
Silva Eden	Parent/3-6 GE	
Ana Reza	Parent/Related Services	
	Member/	
	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.

P.S. 99, comprised of approximately 837 students from a multitude of countries and speaking about 38 different languages, demonstrates that a multicultural school community can work collaboratively to be successful. Our school population is comprised of 7% Black, 39% Hispanic, 29% White, 23% Asian students and other 2%. English Language Learners account for 12% and Special Education Students account for 19% of our population. Males account for 54% of the students enrolled and females account for 46%. Our school was designated as a school in Good Standing by the New York State Department of Education in 2013-2014. According to the School Quality Guide Summary, our school has exceeded the target in the areas of Student Progress and Closing the Achievement Gap in addition to meeting the target in the areas of Student Achievement and School Environment.

Our K-6 school prides itself in fostering academic excellence through art integration (Framework for Great Schools (FFGS), Supportive Environment). It is our belief that every child has a talent and it is our responsibility to **nurture and develop those talents**. Our school's motto is "Every Child Matters". Our fully licensed staff works together as a team to provide congruent common core aligned instruction across each grade level. Our Literacy, Math, Technology and Special Education Teams facilitate the implementation of the citywide instructional expectations, school goals, instructional focus, and implementation of new programs and initiatives. On a walkthrough of P.S. 99, it is evident that we believe in laying the foundation for **college and career readiness** (FFGS, Effective Leadership). Instruction is differentiated through our TAG Program, Enrichment Program, and Academic Intervention Services in addition to the use of multiple entry points in the classroom. It is our mission to instill in children a love of learning and reading, while providing them the opportunity to become critical thinkers and problem-solvers. In addition, we also afford students many opportunities to express themselves through their technological and artistic abilities.

The school welcomes and provides many opportunities for collaboration between staff and parents. School Leadership, Summit, and Parents' Association meetings are held monthly. Our Parents' Association and School Leadership Team **work cohesively** (FFGS, Collaborative Teachers and Strong Family Community Ties) to represent their constituents and maintain **open and ongoing communication**. In addition, parent involvement is evident through their attendance at workshops, Tea with the Principal, and special events. Parents often plan and host school wide activities, such as the World Fest, Teacher Appreciation Breakfast, Bake Sales, Community Flea Market, and Winter Celebration. They also work closely with teachers in planning for the Second Grade Moving Up Ceremony and the Sixth Grade activities including the play and prom.

The P.S. 99 school community is also organized for effort with emphasis on character building, civic duties and civic responsibilities, as evidenced through our daily announcements of the Pledge of Allegiance, Student Council and Project Wisdom (FFGS, Trust).

Our school's 2014-2015 Quality Review identified the following areas as our strengths:

- The school conveys high expectations that **promote parental involvement** and **support learning** so that staff, students and families work together toward achieving school goals (FFGS, Supportive Environment). Therefore, staff, students and families are well supported towards progress in meeting school expectations, and parents understand the school's expectations for their children.
- All curricula are aligned to Common Core Learning Standards (CCLS). Higher-order skills are consistently emphasized for all learners across grades and content areas. The school and faculty ensure that all curricula are aligned to CCLS

and/or content standards, resulting in coherence across grades and subject areas that promote college and career readiness for all students.

- Teachers consistently examine data and student work within inquiry-based teams. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practice. The work of teacher teams has resulted in improved pedagogy and student progress on assessments. Shared leadership structures build capacity, transparency and trust among staff and student learning is evident (FFGS, Effective School Leadership).
- The school uses common assessments in all subject areas, tracks student progress, and adjusts instructional decisions at the team and classroom level. The school's system to monitor progress through data analysis as well as during instruction is used regularly to guide adjustments in units and lessons to meet students' learning needs.

Priority: One key area of focus for this school year is to provide teachers with the opportunity to engage in data cycles that would identify specific areas of need in both ELA and Mathematics. Professional development sessions will be provided where teachers will work **collaboratively** to learn a variety of strategies to assist these struggling learners (FFGS, Effective Leadership). Teachers will then collaborate to create toolkits that will promote opportunities for multiple entry points in a **supportive environment** (FFGS).

A second key area of focus is a school wide emphasis on the development and use of academic language across the content areas. This emphasis will provide students with **support** in gaining access to **rigorous** instruction (FFGS, Supportive Environment and Rigorous Instruction).

A significant challenge we face is that our school consists of two buildings separated by a very busy intersection. The separation requires double staffing (two crossing guards, two sets of clusters for coverages, two cafeterias, two gyms, double sets of fire drills and lock downs, etc.) Often, school-wide activities and assemblies require students to be crossed over by extra staff members and dismissal through the use of nine exits is a challenge. However, our budget does not take these challenges into account.

28Q099 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06	Total Enrollment	850	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		5.7%	% Attendance Rate	94.8%
% Free Lunch		58.5%	% Reduced Lunch	9.2%
% Limited English Proficient		11.8%	% Students with Disabilities	18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	7.2%
% Hispanic or Latino		38.6%	% Asian or Native Hawaiian/Pacific Islander	22.5%
% White		29.3%	% Multi-Racial	1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		1.9%	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		37.7%	Mathematics Performance at levels 3 & 4	57.6%
Science Performance at levels 3 & 4 (4th Grade)		88.9%	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	YES
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	YES
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		YES	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.

Analysis of our 2013-2014 Elementary School Quality Snapshot indicates that in the category of Student Achievement:

- 38% of our students met state standards on the NYS English Language Arts Test
- 58% of our students met state standards on the NYS Mathematics Test

The city average for performance at proficiency level was 30% for ELA and 39% for the Mathematics Test.

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

Although we performed better than the city and our district, we must expand every effort to ensure that growth in this area is increased with an emphasis on ELA.

Analysis of our 2013-2014 School Report Card indicates:

- 12% of our student population are English Language Learners
- 19% of our student population are Students with Disabilities
- 68% of our student population are Economically Disadvantage Students

Our beginning of the year benchmark assessments indicate that:

53% of our students in grades 2-6 are performing on or above grade level. In Mathematics, 60% of our students are performing on or above grade level.

For the 2014-2015 school year, our school is at 40.7% in the NYS ELA exam and 62.7% in the NYS Mathematics exam. The school showed a 2.6% gain in ELA and 5.3% in math.

The priority need is that teachers become more cognizant of the types of questions they pose during lessons so they create rich discussion environments where all students are learning at a rigorous level.

We are not a Title I school, even though 68% of our student population is considered Economically Disadvantage Students.

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, 100% of our teachers will have identified, designed and integrated questions utilizing Depth of Knowledge into their lessons to improve the level of rigor embedded in the Common Core Learning Standards aligned instructional units, resulting in the improved performance in literacy by at least a 20% increase in performance of students on the MOSL Assessments.

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) 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>1-</p> <ul style="list-style-type: none"> • Grades K-2 will utilize the Core Knowledge Language Arts Program. • Grade 3-4 will implement the Expeditionary Learning Program. • Grades 5-6 will continue utilizing the Expeditionary Learning Program. • Grades 2-6 will use the Comprehensive Ready Program including it’s web based components which is in alignment with the Hess’ Cognitive Rigor Matrix. • Grade representatives will take part in Literacy Team meetings to discuss ELA needs, improvements, look at 	<p>All students in grades K-6.</p>	<p>9/15-6/16</p>	<p>Administrators, Literacy Coach, teachers, cluster teachers and paraprofessionals.</p>

<p>student work, turn-key workshops, engage in PD, share best practices, and engage in Depth of Knowledge PD activities.</p> <ul style="list-style-type: none"> • All teachers will have 2 or more common preps a week to engage in team planning. • Teachers will engage in professional development sessions during the Monday PD Sessions, prep and learns, and common grade meetings throughout the year. • Teachers will utilize the Depth of Knowledge during planning sessions to identify and create rigorous questions aligned to the curriculum. • The literacy coach will work closely with teachers to ensure that they are receiving support to improve their planning, lesson delivery, and questioning strategies. • The literacy coach will also mentor new teachers to provide personalized one to one support in all facets of instruction. • Teachers will meet regularly to discuss and refine curriculum to provide targeted instruction. 			
<p>2-</p> <ul style="list-style-type: none"> • Teachers will emphasize the use of multiple entry points to increase opportunities for students to understand the concepts that are being taught. • Teachers will create and pose appropriate rigorous questions in alignment to the curriculum and the Depth of Knowledge. • ESL and SETSS Teachers will provide Standalone/ Integrated instruction. • Technology will be utilized to enhance and support instruction through the use of Smart boards, computers, and web conferences. • Students who need additional assistance will take part in AIS instruction. • RTI will be offered to students who need extra support in addition to AIS services. 			
<p>3-</p>			

<ul style="list-style-type: none"> • Parents will be offered a variety of workshops during the school year. • An ESL class will be provided for parents once a month during the school year. • All families will have access at home and in school to an online digital reading library called MYON. • Families will be informed of school goal progress through School Leadership Meetings, Parents' Association Meetings, and Summit Meetings. • Families will be invited to Grade Level Tea with the Principal where they will be informed of grade specific topics, engage in Q & A sessions, and discuss how they can better help their child be successful. • School Messenger will be utilized to alert parents of special events and meetings held at school. 			

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"> • All grades must be programmed for at least 2 common preparation periods a week. • Administrators will provide timely feedback through post conferences in addition to written feedback. • A professional development schedule will be developed for the 2015-2016 school year which will include professional development in alignment to this goal. • Teachers will also be able to use the Tuesday “Professional Work” time to meet as a grade. • We will seek outside resources in alignment to this goal to support this work. • Teachers will attend grade meetings with the administrators. • Literacy team will meet regularly throughout the year. • Administrators and Literacy coach will work closely with each grade and monitor progress. • We will work closely with the Hess’ Cognitive Rigor Matrix along with ELA programs (Core Knowledge Language Arts and Expeditionary Learning and also the Danielson Framework. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		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

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, 50% of students will demonstrate improved ability in ELA as measured by the benchmark and the standard based writing assessments.

Also, all teachers will have engaged in creating and integrating questions utilizing Depth of Knowledge into their lessons.

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.

According to our 2014-2015 School Survey Report:

- 90% of the responses were positive in the area of Supportive Environment.
- 94% of the responses were positive in the area of Trust.
- Approximately 95% of parents were satisfied with the education their child has received.
- Approximately 95% of parents were satisfied with the response they received when they contacted their child's school.
- 100% of our teachers feel that the school creates a culture that encourages students to support one another and provides for their social and emotional growth.
- 100% of our teachers agree that students are safe.
- 100% of teachers agree that adults at this school instill academic self confidence in students.
- 100% of teachers agree that this school teaches students how to advocate for themselves.

The 2014-2015 Quality Review indicates a rating of proficient in the area of 2.2 Assessment. The finding in this area states that “The school uses common assessments in all subject areas, tracks student progress, and adjusts instructional decisions at the team and classroom level.”

In addition, the Quality Review also indicated that in the area of 1.2:

- Inconsistent use of multiple entry points into the curricula lead to uneven engagement of students.

Priority: Our priority need this school year is to engage all students in learning through multiple entry points. Therefore, we have expanded this goal to include the creation of a toolkit containing items to assist struggling learners.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, classroom teachers will engage in data discussion cycles in both ELA and mathematics to guide the creation of a toolkit that will assist struggling learners. This will result in improved performance measured by at least 75% gains on the ELA and Mathematics benchmark assessments.

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) <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>1-</p> <ul style="list-style-type: none"> • Teachers in grades K-6 will implement the Go Math! Program (New 2015 edition). • Grades 2-6 will use the Comprehensive Ready Program including its web based components. • All students will engage in small group instruction via guided reading. • All students will have access to the Go Math! Online Resource component called Think Central. • All students will be enrolled in the MYON Program (digital library). • K, 1, and 2 students will work in content based centers. • Teachers will meet during the Monday PD time to engage in data cycles where they will look closely at student work and data. They will document areas of strengths and weakness and determine next instructional steps. • Teachers will engage in professional development sessions to gain a deeper understanding on how to help struggling readers. • Teachers will have opportunities to attend professional development sessions provided by outside agencies. 	<p>All students in grades K-6.</p>	<p>9/15-6/16</p>	<p>Administrators, Data/Testing Coordinator, All classroom teachers, cluster teachers and Literacy Coach.</p>

<ul style="list-style-type: none"> • Teachers will learn a variety of strategies on how to help struggling readers and create a toolkit of hands on activities. 			
<p>2-</p> <ul style="list-style-type: none"> • AIS teachers and service providers will articulate with classroom teachers and assist in providing needed services. • ESL teachers will provide services to ENLs through a Standalone/Integrated model. • RTI will be offered to students who need extra support in addition to AIS services. • Teachers will assess students regularly in alignment to the curriculum. • Math Team and Literacy team will meet regularly throughout the year to assist in implementation of programs, provide guidance, professional development, turnkey workshops and share best mathematical practices. 			
<p>3-</p> <ul style="list-style-type: none"> • All parents will be invited to attend the Meet the Staff Night and Open School Week to learn about their child's curriculum and standards for the year. • A variety of Parent workshops will be offered to parents regularly throughout the year. • Parents will be invited to Tea with the Principal to gain a better understanding of what their child will learn throughout the school year. • Parents' Association will hold monthly meetings to provide parents an opportunity to work closely with the school. They will also, host special events. 			

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.

- Programs- Go Math! (new 2015 edition), Core Knowledge Language Arts, Expeditionary Learning, iReady 2-6).
- Benchmark and interim assessments aligned to curriculum.
- Administrative staff, Literacy Coach, and teacher leaders will provide specific workshops and allot time for teacher team meetings during the Monday PD Time.
- Materials for tools.
- Data specialist will assist teacher teams in gathering and interpreting data reports.
- Computer lab schedule will be created to allow for all 2-6 grade classes to take online iReady assessments 3x during the school year.
- Action plan sheet will be utilized by classroom teachers to document strategies for corrective teaching, interventions and extensions.
- Flexible Academic Intervention Services/Enrichment groups will be modified as needed throughout the year.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		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 February 2016, 50% of students will have made improvements in ELA and Math as measured through the ELA and Mathematics interim assessments (Core Knowledge Language Arts, Expeditionary Learning and Go Math!)

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.

According to the 2014-2015 Quality Review:

- In the area of 4.2 Teacher teams and leadership development the school was rated: Well Developed
- Findings reinforce that teachers consistently examine data and student work within inquiry-based teams. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices.
- The impact specifies that teacher teams have resulted in improved pedagogy and student progress on assessments. Shared leadership structures build capacity, transparency and trust among staff and student learning is evident.

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

- 11% of students are English Language Learners
- 18% of students have Individualized Educational Plans
- 37.7% of students performed at proficiency level on the NYS Common Core ELA Exam in the Student Achievement category.

This year, according to the 2014/2015 Tested/Not Tested Confirmation Report from the NYSED, 0.05% of our ENL students scored a level 3 or 4 on the NYS ELA Test. In Mathematics, 0.18% of ENL students scored a level 3 or 4. In terms of our students with disabilities, 0.05% scored at a level 3 or 4 on the 2015 NYS ELA Test and 0.18% of them scored a level 3 or 4 on the NYS Mathematics Test.

Team meeting (literacy and math) reflections on the outcome of this goal revealed that:

- Students’ use of academic language strategies led to increased performance in writing pieces and in classroom discussions.
- Teachers agreed that it is imperative to continue building on academic language this coming year.

Our priority need is to immerse students in academic language strategies that will lead in an increase in performance of writing pieces and classroom discourse.

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, students will be immersed in curricula instruction that emphasizes the development and use of academic language across the content areas as measured by a 25% increase in the MOSL assessments.

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) <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>1-</p> <ul style="list-style-type: none"> • Teachers of grades K-6 will implement the new 2015 edition of the Go Math! Program. • Teachers of grades K-2 will utilize the Core Knowledge Language Arts Program. • Grades 2-6 will use the Comprehensive Ready Program including its web based components. • All students will have individualized Think Central accounts where they will have access in school and at home to mathematical resources aligned to the Go Math! Curriculum. • Teachers will be provided with professional development sessions that will address academic language strategies. • An academic language subgroup of teachers will turnkey and facilitate strategies to other teachers. • The literacy team will serve as an avenue to reinforce academic language strategies to be used in the classroom. 	<p>All students in grades K-6.</p>	<p>9/15-6/16</p>	<p>Administrators, all classroom teachers, cluster teachers, and Literacy Coach.</p>

<ul style="list-style-type: none"> • Teachers will continue to work on specific strategies such as using Conversation Prompts, personal word work folders, and language objectives. • Teachers will emphasize student use of academic language in their writing. • The classroom environment will reflect the focus of academic language through word walls, anchor charts, personal word work folders and comments acknowledging use of academic language in students' writing. 			
<p>2-</p> <ul style="list-style-type: none"> • ESL and SETSS teachers will provide Standalone/Integrated support in ELA and Mathematics. • Teachers will refine curriculum and use curriculum resources to provide targeted instructional support. • Our school library will provide open access hours to allow students to come in after school to borrow books. • All students will have access to MYON (Digital Library) at home and at school. MYON provides access to thousands of book titles which students can read at their leisure. It also provides teachers with leveling information and keeps track of the amount of time students read over the course of the year. • Teachers will utilize the new Go Math! 2015 edition which expanded its vocabulary activities and strategies. Students will have individual sets of vocabulary word cards for each chapter. 			
<p>3-</p> <ul style="list-style-type: none"> • ESL Parents will be invited to take part in an ESL class taught by one of our licensed ESL teachers. • On Mondays and Tuesdays, our student led Study Hall Program will provide students with access to our school library. Students will be able to borrow books and use the computers throughout the school year. • Parent workshops will be offered throughout the year will be offered by Parent Coordinator and other staff members to support the social and intellectual development of our students. 			

<ul style="list-style-type: none"> • Parents will have the opportunity to meet with teachers to discuss their child’s progress, strengths and weaknesses every Tuesday afternoon during the Parent Engagement time. • Parents will be invited to special events and celebrations throughout the school year. • Our school website will provide parents with valuable and timely information as well as, provide links with resources available to them. Our website enables all parents to access the information posted as it translates the information into their home language. • We will utilize the School Messenger Program to notify and remind parents of special events, meetings or any important information. 			

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"> • Programs- Go Math! (new 2015 edition), Core Knowledge Language Arts, Expeditionary Learning, iReady 2-6). • Think Central, MYON(Online Library) • Literacy coach and teacher leaders will provide professional development sessions in this area. • Our Academic Language Teacher subgroup will provide assistance and support to their colleagues. • ESL teachers will articulate with classroom teachers on an ongoing basis throughout the school year. • Administrators and literacy coach will lead Literacy, Mathematics and Special Education teams regularly throughout the school year. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		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

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, at least 50% of students will demonstrate improved ability in their benchmark and writing levels.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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

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.

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

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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.

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.

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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

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.

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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)	*Score below NYS determined scale score number on NYS Common Core ELA Assessment *Score below grade level on ELA benchmarks. *Grade level meetings to determine individual student placement in AIS programs.	<u>Grade 1</u> Foundations <u>Grade 2</u> Reading Recipe <u>Grade 3</u> iReady, Comprehension strategies, Foundations, & ETA Versatile Cuisenaire <u>Grade 4-6</u> Comprehension Strategies, Sadlier Oxford Vocabulary Program, Reading Comprehension through Readworks.org	Small Group	During the school day
Mathematics	Score below NYS determined scale score on NYS Common Core Mathematics Assessment.	* <u>Grades 3-6</u> - iReady Program, Coach Crosswalk Program and Go Math! Supplemental materials (Reteach materials, RTI activities, Vocabulary activities and ELL Strategies).	Small Group	During the school day
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Need stated on student IEP *Based on teacher articulation	Guidance Counselor for Special Education Students • mandated students	Individual or Small Group	During the school day

	<p>*Parent Request</p> <p>*Medical Need</p>	<ul style="list-style-type: none"> • Crisis intervention • Counseling for middle school application process • Nurse-Open Airways Services (grades 3-6) 		
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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.		
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.

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

Not applicable – P.S. 99Q is not a Title I school

School-Parent Compact (SPC) Template

Not applicable – P.S. 99Q is not a Title I school

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>PS 99</u>	DBN: <u>28Q099</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

-

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<u>\$7623.40</u>	<u>One ESL certified teacher Grades K-2 (Wed,Thurs,Fri): \$2971.60 (60 sessions of program) Starts: Oct 29th-</u>

Part E: Budget

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		<u>April 2nd</u> <u>Grades 3-</u> <u>6</u> <u>1 ESL</u> <u>certified teacher \$2971.60 (Tues,</u> <u>Wed, Thurs) and 1 Common Branch</u> <u>Teacher(Tues, Wed) : \$1680.20 (60</u> <u>sessions of program) Starts: Oct 28th-</u> <u>April 2nd</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1166.40</u>	<u>-</u> <u>Training for staff to use Spatial</u> <u>Temperal Math Program (Training</u> <u>provided by the company of ST</u> <u>MATH)</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2624.20</u>	<u>Online Spatial Temperal Math</u> <u>program for ELL students</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$250.00</u>	<u>Refreshments for ELL parents during</u> <u>workshops</u>
TOTAL	<u>\$11,664</u>	_____

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 28	Borough Queens	School Number 099
School Name PS 99		

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 Paulette Foglio	Assistant Principal Aida Trujillo /Nick Sforza
Coach Mary Iadevaia	Coach type here
ENL (English as a New Language)/Bilingual Teacher L.Massari/S.Goldberg/F.Mooney	School Counselor Suzan Bruck
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jordan Holtzman
Related-Service Provider Allison Dublin	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	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	3	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	835	Total number of ELLs	88	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	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	88	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	32
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	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	53		21	3		11				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	5	6	7	7	4							0
Chinese		1												0
Russian	1		2				1							0
Bengali		2	2	1	2	1								0
Urdu	3	2	3			1								0
Arabic	1	1	1	3	2	1								0
Haitian														0
French														0
Korean		1												0
Punjabi		1	2				1							0
Polish														0
Albanian		1												0
Other	2	2	2	1	1	1	2							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)	3	6	0	1	4	2	2							0
Emerging (Low Intermediate)	4	4	5	1	2	0	0							0
Transitioning (High Intermediate)	1	3	2	0	2	0	1							0
Expanding (Advanced)	4	4	10	10	4	9	5							0
Commanding (Proficient)		2	7	2	0	3	0							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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						0	0							0

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		2	7	1	0	3	0							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	1			0
5	3	3	1		0
6	4	1			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									0
4	5		4						0
5	5		3		1		1		0
6	3		2						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	1		3		5		2		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.
The assessment tools our school uses to assess early literacy skills of our ELLs are: Leapfrog, Mondo benchmark assessments, Fundations, CKLA assessments and the NYC Performance Task. These results are shared with the ENL teachers in order to plan appropriate instruction for ELLs. This information coincides with the results from the NYSESLAT.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
After analyzing the data from the NYSITELL and NYSESLAT we have learned that a high percentage of our students are on the Expanding level. There were a total of 103 students that took the NYSESLAT 2015: 17% of students are on Entering level, 15% of students on Emerging level, 8% of students on Transitioning level; 45% of students on Expanding level and 14% of students on Commanding level. The students in grades K-6 have greater deficiency in writing and reading than in oral skill development. The ENL teachers will put more focus on reading and writing skills to help improve the ENL students skills and move them to the Commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO data is used to show us if we are meeting the needs of our ENL students. According to the data PS99 has meet the AMAO 2 from 2009 till the present. 3% of our ENL students scored at or below the 25th growth percentile and scored at level 1 or 2 on ELA and MATH. 25% of our ENL students are at risk level 3 or greater while 11% are at risk level 5 or greater. The AMAO has assisted us in realizing which students are long term students and are in need of extra support. In addition, it has shown us the trends of our ENL students in our school according to State assessments.
- 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?

- a. After reviewing data from the NYS ELA test for the 2014-2015 school year, we found that the ELL students mostly scored on level 1 or 2. There were a total of 18 ELL students that took the ELA test: 5 % (1 student) scored at Level 3; 27 % (5 students) scored at Level 2; 66% (12 student) at Level 1. The majority of the students that scored the lowest level are newcomers having been in the school system for one to three years and/ or are special education students. Based on these results, additional instruction will be provided to the students who scored between Level 1 and 2 using Leapfrog and ST Mathematics program. Also, these students need more time to acquire the language in order to reach a higher performance level. ENL instruction will continue to be aligned with the Common Core Learning Standards.
- b. The results of the 2014-15 NYS Math test show a larger number of students are not meeting the standards. There were a total of 24 students that took the test: 54% (13 students) scored on Level 1; 38% (9 students) scored on Level 2; 4% (1 student) scored on Level 3 and 4% (1 student) scored on Level 4. In our ENL classes math will continue to be integrated into the curriculum to help the students move from one level to another. We are also offering an AM math program to assist these students with their math skills.
- c. The results of the 2014-15 Science tests show that 64% of our ENL students are meeting the standards. In order for all the 4th grade ENL students to meet the standards science will be given twice a week as a prep. ENL teachers will continue to focus on content instruction in their classes to be enable the ENLs to improve their knoweldge of Science topics.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
- In grades K-6 we use the results from Foundations, Mondo Benchmark Assessments, NYSESLAT, and MAI(Mathematics Achievement Indicator)/RAI (Reading Achievement Indicator) scores to place students in the appropriate tiered intervention services. Our ELL Tier 2 students have an AM Leapfrog and Math program that is taught by a licensed ENL teacher. After the designated time frame for the Tier 2 intervention, students are then reassessed. If students qualify for Tier 3 intervention, they are then placed in a small group for instruction with a special education teacher during the school day.
6. How do you make sure that a student’s new language development is considered in instructional decisions?
- Teachers pair students in need of new language development with a student that speaks the same language in order to enable them to understand information being taught. Also, the ENL teacher gives each classroom teacher an articulation form to fill out so the ENL teacher can connect her lessons to the classroom teacher. In order for ENL students to gain appropriate vocabulary, we have implemented a discovery learning program . As part of the program, students are exposed to vocabulary and concepts through virtual internet visits.
7. For dual language programs, answer the following:
- 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Success of PS 99’s ENL program is evaluated by the results of the NYSESLAT, NYS ELA, NYS Math test and the Progress Report. ELL teachers carefully analyze test results in September to design the ELL program for the upcoming year.

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.
- To identify the students for possible ENL eligibility they need to go through the following steps:
- The secretary provides the parent with the HLIS survey to fill out at registration in their native language. A certified ENL teacher assists with completing the HLIS. If native language is unavailable translation services are provided by on site staff or by NYCDOE’s translation and interpretation unit.
 - An ENL certified teacher conducts an informal interview in English (and in the native language with the help of another teacher) with the newly enrolled student.
 - Then a certified ENL teacher administers the NYSITELL/Spanish LAB-R within 10 days of registration. If necessary, the Spanish LAB R is administered to Spanish speaking students by a bilingual certified ESL teacher.

2. 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 do not have any SIFE students in our school. When students enroll we ask parents the name of school attended.
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).
When a new student with an IEP is enrolled the parent fills out the HLIS survey in their native language. A certified ENL teacher assists with completing the HLIS and contacts the LPT team so they can review the IEP for evidence of the student's English language development. The LPT team recommends if the student should take the NYSITELL or not depending on their findings.
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.
In September, after NYSESLAT scores are received the ENL teachers send the continued entitlement letters home with the students. The letters are signed by parents and returned to ENL teacher. Then, they are placed in child's cumulative folder. Also, copies of those not signed letters are placed in student cumulative folders. After the NYSITELL score is determined for new admits, an entitlement letter is sent home to the parent. The letters are returned to the ENL teacher with a signature as proof the parent read it and approves of decision. If a parent doesn't return the letter the ENL teacher contacts them. In addition, at our parent orientation for new parents when the Parent Survey and Program Selection forms are filled out parents are given the child's entitlement letter to sign if they did not do it previously. They are also placed in cumulative folder.
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).
At our Parent Orientation meeting for new ENL students the parents are informed of their right to appeal ELL status. The ENL teacher explains the procedure needed to take if parent wants to appeal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
P.S. 99's ENL teachers provide parents of newly enrolled ELLs with an orientation describing bilingual, dual language and English as a New Language (ENL) programs/models. The first orientation is scheduled at the end of September after all the new admits are tested with the NYSITELL/Spanish LAB. Another orientation is given in October and November if needed. If parent is unable to attend any of the orientation sessions the ENL coordinator will contact them as well as the parent coordinator. During the orientation the ENL teachers explain the different programs offered to ENL students: Transitional Bilingual, Freestanding ENL, and Dual Language. A video is shown to help assist in the explanation of ENL services. Based on this orientation, parents and guardians can select a bilingual or ENL program or model they feel will most benefit their children.
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.
If the Parent Surveys and Program Selection form are not returned the parent coordinator contacts the parents. The ENL teachers keep a record of which students have returned the form and they also contact parents when needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teachers keep a record of all the Parent Survey and Program Selection forms that have been returned and contact parents if they haven't been returned. If needed the parent coordinator makes a follow up call to parents.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL coordinator prepares the placement parent notification letters for the ENL teachers to distribute to the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
When the forms are returned signed by parents, a copy is placed in their cumulative folder as well as ENL teacher keeping a copy for her records in a folder for the school year.
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.
In May the NYSESLAT is given to all ENL students in order to evaluate their progress in English language proficiency. The students are given the four strands to assess their Speaking, Listening, Reading and Writing skills defined by NY State's English as a New Language Learning Standards. In order to maintain test validity two teachers simultaneously administer the Speaking part of the NYSESLAT. Any discrepancy is brought to the ENL coordinator.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After the results of the NYSESLAT are released the ENL coordinator provides the teachers with their student results. The ENL teacher then prepares the appropriate letters for his/her students. The parents are required to sign the notification letters and return them to the ENL teacher. ENL teachers keep record of this and contact parents if not returned.
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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

The ENL students are grouped heterogeneously. In grades K-6 Entering, Emerging, Transitioning, Expanding students will be grouped together for one period according to their grade during the scheduled enrichment program. The enrichment period at PS99 occurs daily and is the time that all students receiving AIS reading or math; ENL /TAG/Enrichment get pulled from their class. The remainder of mandated instructional time will be provided for students by grade level grouping: grades 3/4 and grades 5/6. The ENL teacher will emphasize content instruction in science, social studies and math in congruence with the grade curriculum, CCLS and ENL standards and collaborative teaching. More emphasis will be placed on writing and reading within the content area, since these areas present the most difficulty for our ELL students, based on the current data.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Our ESOL teachers are dually certified so they are able to provide the appropriate instructional minutes for all ENL students.
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.

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

At PS 99 we have staff that is fluent in many languages (Spanish, Russian, Hebrew, Urdu, Arabic). They are available to assist in evaluating a new admit.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ENL teachers use all 4 modalities in each instructional period. The teachers are constantly assessing students throughout their instruction.
6. How do you differentiate instruction for 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. SIFE students, who have experienced interruption in their formal education, will be provided with extra support from reading and math AIS teachers. They will be given opportunities to attend educational programs both before and after school. Currently our school has no SIFE students.
 - b. ELL students in U.S. schools less than three years will receive similar services as the SIFE students in order to acquire English language proficiency within 3 years. They will be given explicit frameworks for reading, writing, speaking and listening. The ENL teachers will provide individual support within their mainstreamed groups to develop language acquisition and learning strategies that will prepare them to think critically and to function more effectively in their classrooms. These students will also be using Leapfrog/ ST Math to assist them in acquiring different reading and math skills.
 - c. The ELL students receiving services for 4-6 years will receive support through SIOF instructional methodology by the ENL teacher. They will also be using Leapfrog, Mathe-E-Matics, ST Math and a web-based program I-Ready to assist them in acquiring different reading and math skills.
 - d. Long-term ELLs will receive continuing transitional support within and outside of the classroom. These students will be invited to an AM program to assist them in their individual needs.
 - e. Students identified as ENL with special needs according to SBST identification are fully serviced. Service providers, i.e. self-contained special education teacher, resource or speech teachers, in conjunction with the ENL teacher, determine guidelines for language acquisition. IEPs will reflect an achievable aim or goal to develop language.
 - f. Former ELL's are placed in AIS groups (based on assessment results) and receive extra time on state tests.
7. 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 our school students who are in need of extra help for academic progress receive it either in ENL classes or through AIS/Enrichment program.
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?
- Our ENL teachers use a variety of instructional strategies and grade level materials with their students. They use National Geographic to provide students with access to academic areas based on their abilities. Leapfrog is also used to provide immediate feedback to the students on their reading/math skills and enable the teacher to use data to drive instruction. Smartboards are used to develop language by enabling students to manipulate the board and have tactile experiences. They also have a variety of discussions based on the lesson.
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?
- Our ENLs are serviced during their grade level AIS/Enrichment period, a time when all students are receiving instruction based on their academic needs. This ensures ELL's are not missing classroom instruction. In addition, an articulation form is given to all classroom teachers in order to provide continuity and consistency in ELL instruction.

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.

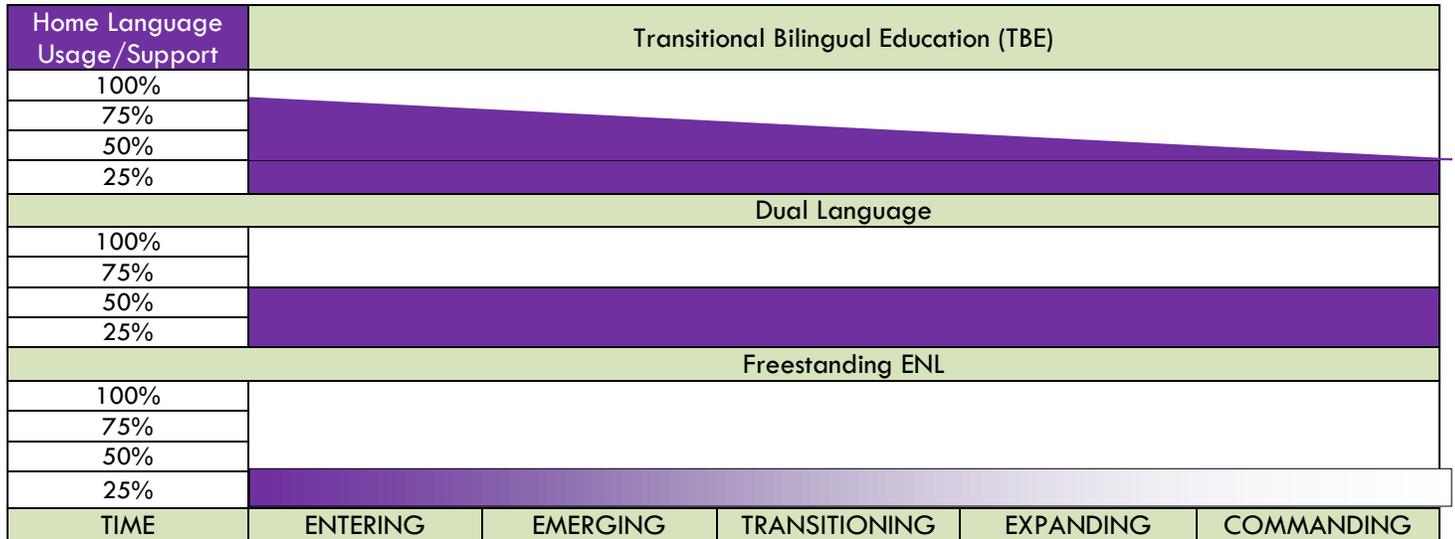


*Note “other approved services” does not apply to New York City at this time.

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.
There is a Math AM program offered to ELL students in need of extra support. This program uses picture cues so newly admits can easily improve their math skills. For ELA, Leapfrog is used in the classroom for students who need extra support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL students have made significant improvement from year to year on the NYSESLAT proving that our programs are effective.
12. What new programs or improvements will be considered for the upcoming school year?
A computer based program Math-e-matics will be used this year to assist students in improving their math skills.
13. What programs/services for ELLs will be discontinued and why?
All programs from previous years are staying in place.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ENL students are afforded equal access to all school programs. Applications for after school activities are provided to all students at PS 99. Students in need of extra support based on State ELA/Math test and NYSESLAT are invited to AM programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials used to support ELLs are the following: Web-based Discovery Education, Smartboard, Computer based Leapfrog program , I-Ready , Math-e-Matics and ST MATH. Skill oriented books are used in grades 3-6 to assist the ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ENL teachers use support in the native language to assist the students in acquiring English. Our ENL teacher is fluent in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers provide classroom teachers with an articulation form that is filled out stating the content being taught in the classroom. The ENL teacher uses the information to plan lessons that correspond to the ENL's ages and grade levels. In addition, ENL teachers select high interest age appropriate materials to supplement within their ENL classes.
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).
When students enroll at the end of the previous school year, the ENL teacher meets with the parents and student to assess his/her ELL status. However, those students that enroll during the summer months the ENL teacher is not informed until they return to work. When teachers return in September they assess all the new admits to determine their ELL status.
19. What language electives are offered to ELLs?
N/A
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.)

The ELL teachers will be attending a series of workshops on the Common Core Standards and Teacher Effectiveness. The tentative schedule/topics of PD for all staff is as follows: September: Working with Entering ENL students in your classroom; November: How teachers can create an interactive classroom with ENL strategies; January: Reading strategies to assist our ENL students in the classroom; March: Scaffolding strategies for our Entering-Transitioning ENL students. In addition, our ENL teachers will attend workshops given by common branch/special needs teachers on questioning techniques, using data to assess students, utilizing smartboards in ELL classes, and UDL strategies . These workshops will offer the ENL teachers professional development in areas that will assist them in their delivery of instruction. The ENL teachers attend monthly grade meetings to inform classroom teachers of ENL strategies that can be incorporated into their classes.
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?

Our teachers are given the opportunity to attend District/Citywide Workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher and Guidance counselor will be available to consult with middle school staff at the time of articulation. The Guidance counselor provides a workshop for the parents in order to explain the options available for middle school. Applications are provided to students in alternate language if needed. Also, she attends meetings at middle schools to inform staff about ENL concerns.
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.

Teachers will attend training to enhance their teaching skills in order to provide the most appropriate education to our ENL students. ELL workshops will be conducted throughout the year to all staff by certified ENL teachers. A sign in sheet will be used to maintain attendance records.

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?

Parents are always invited to come and speak to their child's ENL teacher. Tuesday afternoons are designated for parents to make appointments with their child's ENL teacher to discuss their child's language development and areas that are still in need of improvement. In our school there are teachers/paras that are able to assist with translations when needed.

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.

The ENL teacher keeps a record of all the meetings that occurs between parents. PS 99 also requires the teachers to fill out a form after their Tuesday parent meetings so they can keep track of it too.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All parents including ELL parents will be encouraged to participate in all activities in the school. The school provides workshops throughout the year to inform parents of different programs or assessments. We insure that every parent has the capacity to communicate with the school at all times. ENL classes to improve language acquisition are offered to parents throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We inform the parents of the availability of the following resources: community programs at the local library, Kew Gardens Community House, the Department of Education Interpretation and Translation Services, local Civic Association programs and private agencies that offer support groups.

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

When parents register in the school the pupil accounting secretary will assist in evaluating the needs of any parent. Subsequently the parent maybe referred to our Parent Coordinator or ESL staff who will assist them with their needs. In addition, at Parent teacher conferences ESL teachers can learn about the specific needs of ESL parents.

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

We hold many special events and workshops that are addressing the needs of the parents. Example: Multicultural event, Test Prep, Bullying/Abuse Workshops, School Preparation workshops. We are always open to suggestions from parents at the Parent Association meetings. Parents needs will be addressed and forwarded to the appropriate personnel. During the parent association meeting interpreters are available upon request.

D. Additional Information

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

Paste response here:

School Name: PS 99		School DBN: 28Q099	
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)
Paulette Foglio	Principal		10/30/15
Aida Trujillo/Nick Sforza	Assistant Principal		10/30/15
Jordan Holtzman	Parent Coordinator		10/30/15
S.Goldberg/L. Massari/ Mooney	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
M. Iadevaia	Coach		10/30/15
	Coach		1/1/01
S. Bruck	School Counselor		10/30/15
	Superintendent		1/1/01
	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: **28Q099** School Name: **PS99**
Superintendent: **Mabel Sarduy**

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

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.

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

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.)

All the documents that are sent home with our students; calendars, newsletters, parent teacher conference notices, afterschool information and curriculum overviews is easily attained on our school website which has translated versions.

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.

During our Tuesday parent meetings and parent teacher conferences (Nov/March) a translator will be provided if the parent requests it. When needed the parent coordinator will contact parents to assist them with any language issues.

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 communication from the principal is prepared in a timely manner. The school website contains links where all the school notices can be translated into different languages. Written interpretations in Spanish from teachers to parents are prepared upon request. Our school has teachers that are fluent in Spanish translations.

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.

A sign posted at the main entrance alerts parents that translation services are available. Oral interpretations into language spoken by a member of our school community can be provided by staff or parent volunteers. The NYC translation service can be used if no staff is available in the needed language.

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.)

The staff is informed at mandated school meetings of the different ways language assistance is offered to our parents. Teachers are aware of the need for translators for parent teacher conferences so arrangements are made in advance through staff assistance.

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

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

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)

Annually our parents fill out a parent survey in their native language. When results are final we review it to evaluate the feedback.