



P.S. 199 MAURICE A. FITZGERALD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 199 MAURICE A. FITZGERALD
ADDRESS: 39-20 48 AVENUE
TELEPHONE: 718-784-3431
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010199 **SCHOOL NAME:** P.S. 199 Maurice A. Fitzgerald

SCHOOL ADDRESS: 39-20 48 AVENUE, QUEENS, NY, 11104

SCHOOL TELEPHONE: 718-784-3431 **FAX:** 718-786-1375

SCHOOL CONTACT PERSON: Anthony M. Inzerillo, Principal **EMAIL ADDRESS** Alnzeri@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Krista Guidice

PRINCIPAL: Anthony M. Inzerillo

UFT CHAPTER LEADER: Jennifer Westcott

PARENTS' ASSOCIATION PRESIDENT: Sonia Mitha

STUDENT REPRESENTATIVE:
(Required for high schools) Not Required

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: Madelene Taub Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anthony Inzerillo	Principal	Electronic Signature Approved.
Irene Gerhards	Admin/CSA	Electronic Signature Approved.
Jennifer Westcott	UFT Chapter Leader	Electronic Signature Approved.
Cynthia Zottarelli	UFT Member	Electronic Signature Approved.
Jilliane Brown	UFT Member	Electronic Signature Approved.
Sabel Vega	Parent	Electronic Signature Approved.
Mily Choudhury	Parent	Electronic Signature Approved.
Patrick Murphy	UFT Member	Electronic Signature Approved.
Saniya Mitha	Parent	Electronic Signature Approved.
Nitza Reynaud	Parent	Electronic Signature Approved.
Nasreen Rubina	Parent	Electronic Signature Approved.
Christina Santiago	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 199Q, Community School District 24, is a K to 4 elementary school serving the communities of Woodside, Sunnyside, and Long Island City. The school is housed in a three story building, two transportable classroom units (4 classrooms), an annex (4 classrooms) three blocks away (St. Raphael School), and an annex (five classrooms) six blocks away (St. Teresa's School).

During the 2008-2009 school year, PS 199Q received an A on the Progress Report and scored in the 98th percentile of all New York City schools.

P.S. 199Q was designated by the former Deputy Chancellor Carmen Farina as a Collaborative Community of Practice school for the 2005-2006 and the 2006-2007 school years. P.S. 199Q continued as a Collaborative Community of Practice for the 2007-2008 and 2008-2009 school years. P.S. 199Q was one of six schools selected from Region 4 for this honor. Schools from across the city have sent their teachers and administrators to P.S. 199Q for classroom visitations. These intervisitations have afforded other teachers and school leaders the opportunity to observe the structures and instructional program for reading and writing.

P.S. 199Q has an extensive partnership with Sunnyside Community Services, a community-based organization (CBO). Sunnyside Community Services receives funding from The After School Corporation (TASC), Out of School Time (OST) and other outside funding sources for the implementation of an after-school program to support literacy at P.S. 199Q. The program services 220 students from kindergarten through fourth grade. It is conducted Monday through Thursday from 3:00 p.m. to 6:00 p.m. and on Fridays from 2:20 p.m. to 6:00 p.m. For the first time in P.S. 199Q history, Sunnyside Community Services will offered programs during all recess times (summer break, winter holiday break, February break and April break). Children receive assistance with homework in the Homework Help Program and have the opportunity to participate in courses and clubs during the week. The courses offered include: dance/movement, music (African drums), arts and crafts, soccer, karate, photography, science instruction, and violins. Grade four students participate in the Twenty-first Century Program which is a mentoring program that pairs our fourth grade students with eight grade students from I.S. 125 (P.S. 199Q's feeder school). To involve parents, the after school program offers parent workshops at P.S. 199Q. This adult education program called the Family Literacy Program includes courses on computers, English as a Second Language and parenting. Throughout the year, parents have the opportunity to attend after school program performances that include holiday presentations, multicultural festivals, trips, and end of year celebrations.

The Columbia University Teachers College Reading and Writing Project partnership will continue to be implemented in grades K-4. P.S. 199Q became a systemic school at the start of the 2001-2002 school year. The Director and Co-Director of the Project visit P.S. 199Q to provide feedback and support. Teachers College Reading and Writing Project staff consider P.S. 199Q as one of its model

sites within New York City. Other schools across the country have sent their teachers, administrators and school board members to P.S. 199Q for classroom intervisitations.

Our vision of P.S. 199Q is one which ensures that all students attain the knowledge, skills, and motivation to be successful, lifelong learners. We strive to support all students in reaching their fullest potential by providing quality programs that meet high academic standards and offering a wide range of opportunities for learning in an optimum environment. All members of our school community will engage in learning, sharing and reflecting upon effective practices that enhance student achievement.

P.S. 199Q's mission is to provide a safe, nurturing, child centered environment, which offers all students (including ELL, special education and high achieving students) the maximum opportunity to learn and achieve academic success. Our mission is to help our students acquire literacy and become critical thinkers through a curriculum that is rich, balanced, and aligned with performance standards. We will engage our students in positive and meaningful learning experiences that will enhance their self-esteem.

It is our belief that excellence in academics and values go hand in hand. Our educational programs foster social concepts and multicultural perspectives that students need to become productive members of a diverse society.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 199 Maurice A. Fitzgerald								
District:		24	DBN #:		24Q199	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.9	95.1	TBD	
Kindergarten		199	211	196						
Grade 1		206	202	219	Student Stability - % of Enrollment:					
Grade 2		205	204	207	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		187	200	201			92.6	92.74	TBD	
Grade 4		190	181	190						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			71.2	71.2	87.1	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	54	TBD	
Grade 12		0	0	0						
Ungraded		4	0	8	Recent Immigrants - Total Number:					
Total		991	998	1021	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							32	27	46	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		11	11	18	Principal Suspensions		26	25	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	18	26	Superintendent Suspensions		1	0	TBD	
Number all others		45	47	36						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		74	37	44						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	420	427	12	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	5	50	Number of Teachers	74	73	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.9	83.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	51.4	49.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	88	TBD
American Indian or Alaska Native	0.8	0.7	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	1.2	0.8	1				
Hispanic or Latino	57.9	58.5	61.1				
Asian or Native Hawaiian/Other Pacific Isl.	27.8	27.9	30.6				
White	12.3	11.8	6.8				
Multi-racial							
Male	50.4	50.6	50				
Female	49.6	49.4	50				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	98.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Quality Review

P.S. 199Q received a *Proficient* on its 2007-2008 Quality Review conducted on May 4, 2009 and May 5, 2009. Catherine M. Powis, District 24 Superintendent, conducted the independent review. Mrs. Powis indicated the following highlights at P.S. 199Q:

- The school leaders' vision for school improvement is embraced by staff who demonstrates a willingness to share best practices within a culture that is reflective and collaborative.
- The staff is fully engaged in the in-depth curriculum support and professional development provided by a college-based partnership and this contributes to consistent and engaging instruction.
- The school is effective in meeting the specific needs of a large subgroup of English language learners by providing rigorous instructional practices through bilingual transitional classes and push-in specialist support.
- The inquiry team work has been successful in encouraging teachers to reflect on assessment outcomes and to make decisions on design and effectiveness of teaching strategies.
- Parents appreciate the variety of ways in which the school communicates with them about the high expectations for their children's progress, learning goals, and opportunities to be involved in their learning.
- The school's inviting, attractive environment reflects both a climate of respect and the celebration of student work, clearly illustrating standards of progress and achievement.

Mrs. Powis indicated the following next steps for P.S. 199Q:

- Further develop the work in science and social studies, so that rigorous assessment processes, including detailed rubrics matched to units of study and that match those in English language arts and math, are put into place.
- Expand the school's use of data to pinpoint progress and set measurable interim learning goals for individual students, subgroups, classes and grades in all core subjects.
- Further develop organizational structures to more effectively provide teachers with opportunities to review curriculum, reflect on best practices, and evaluate the progress of their students around common grade and school-wide goals.
- Build on the school's plan for differentiating professional development so that it is highly individualized and goal oriented to meet very specific needs of experienced teachers as well as new staff

P.S. 199Q acknowledges it must continue to address the next steps as indicated in our 2008-2009 Quality Review.

Learning Environment Survey

P.S. 199Q received an overall score of "A" on the 2008-2009 Learning Environment Survey. The Learning Environment Survey used parent and teacher surveys to measure necessary conditions for learning such as attendance, academic expectations, communication, engagement and safety and respect.

65% of P.S. 199Q parents and 67% of P.S. 199Q teachers participated in the Learning Environment Survey.

According to the Learning Environment Survey, parents indicated that they would like their children to participate in additional school activities before, during and after school hours. P.S. 199Q will continue to work with the school community to offer students additional activities before, during and after school hours.

According to the Learning Environment Survey, P.S. 199Q teachers do not communicate often with parents about their children's progress in class. Teachers, staff and administration will work together with the school community to offer strategies and suggestions on how teachers can effectively communicate more often with parents about their children's progress in class.

Progress Report

The Department of Education assigned letter grades to schools based upon how schools performed in three categories: School Environment, Student Performance and Student Progress.

In order to determine P.S. 199Q's score in *School Environment*, the Department of Education used parent and teacher surveys and other data to measure necessary conditions for learning (attendance, academic expectations, communication, engagement and safety and respect). P.S. 199Q's Student Performance score was measured by how grade 3 and grade 4 students performed on the January, 2009 New York State English Language Arts Exam and March, 2009 New York State Mathematics Exam. P.S. 199Q's Student Progress score was measured by comparing the average student improvements in English Language Arts Exam and Mathematics Exam from 2008-2009 school year to the 2007-2008 school year.

P.S. 199Q received an overall grade of "A" on the 2007-2008 Progress Report. P.S. 199Q's overall score was 98.2, placing the school in the 94th percentile of all New York City elementary schools.

P.S. 199Q must concentrate on the following areas in order to maintain the score on its 2008-2009 Progress Report:

- Maintain the percentage of students making at least one year of progress on the 2010 New York State English Language Arts Exam and 2010 New York State Mathematics Exam.

- Maintain the percentage of students in P.S. 199Q's lowest 1/3 students making at least one year of progress on the 2010 New York State English Language Arts Exam and 2010 New York State Mathematics Exam.
- Maintain the average change in student proficiency for Level 1 and Level 2 students on the 2010 New York State English Language Arts Exam and 2010 New York State Mathematics Exam.

Other

After reviewing all other available data (ARIS, P.S. 199Q school-based assessments, Acuity Interim Assessments, Inquiry Team research, etc.), P.S. 199Q determined the following must be addressed:

- Provide additional professional development on utilizing data to address class and individual needs
- Provide additional professional development on differentiating instruction in all content areas (math, science, social studies, etc.)
- Provide professional development on incorporating ESL strategies and methodologies in all content areas

Barriers

P.S. 199Q has received extensive budget cuts amounting to \$333,297 over the past year. In November, 2008 P.S. 199Q received a budget cut of \$95,986. In order to comply with the Department of Education's budget reduction, P.S. 199Q shortened the length of all after school programs. In addition, funds for supplies, materials and classroom libraries were reduced. In addition, P.S. 199Q received a budget cut of \$237,311 for the 2009-2010 school year. It is anticipated that during the 2009-2010, P.S. 199Q will have to further reduce after school programs and reduce funds designated for supplies, materials and classroom libraries.

P.S. 199Q has maintained two annexes this past school year without additional funding from the Department of Education. It is estimated that P.S. 199Q pays in excess of \$125,000 to support these annexes. Since this money must come from our already limited school budget, it impacts negatively on the resources used for instructional programs.

Approximately 50% of P.S. 199Q's student population are English Language Learners. Additional professional development is needed for all teachers on utilizing ESL strategies in the classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June, 2011, P.S. 199 will engage 54 staff members including ESL teachers, cluster teachers, and AIS teachers in the inquiry process.	By June, 2011, P.S. 199 will engage 54 staff members including ESL teachers, cluster teachers, and AIS teachers in the inquiry process.
There will be a 5% total increase in the number of students progressing from Beginner to Intermediate, Intermediate to Advanced, and Advanced to Proficient on the May 2011 NYSESLAT.	There will be a 5% total increase in the number of students progressing from Beginner to Intermediate, Intermediate to Advanced, and Advanced to Proficient on the May 2011 NYSESLAT.
<input type="checkbox"/> By June 2011, there will be a 3% increase in the number of parents attending PTA meetings, parent workshops, and parent teacher conferences.	<input type="checkbox"/> Research shows that when parents are actively engaged in their child's school and education, students' achievement significantly increases.
<input type="checkbox"/> 49.2 % of students in Grades 3 and 4 will score at proficiency levels 3 and 4 on the 2011 NYS ELA Exam.	<input type="checkbox"/> During the 2008-2009 school year, 74.9 % of students scored at proficiency levels 3 and 4 on the NYS ELA exam. During the 2009-2010 school year, 44.8% of students scored at proficiency levels 3 and 4 on the NYS ELA exam. The percentage of students scoring at levels 3 and 4 on the NYS ELA exam decreased by 30.1%.
<input type="checkbox"/> 67.6 % of students in Grades 3 and 4 will score at proficiency levels 3 and 4 on the 2011 NYS Math Exam.	<input type="checkbox"/> During the 2008-2009 school year, 93.1% of students scored at proficiency levels 3 and 4 on the NYS Math exam. During the 2009-2010 school year, 64.4% of students scored at proficiency levels 3 and 4 on the NYS Math exam. The percentage of students scoring at levels 3 and 4 on the NYS ELA exam decreased by 28.7%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, P.S. 199 will engage 54 staff members including ESL teachers, cluster teachers, and AIS teachers in the inquiry process.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During the 2009-2010 school year, 44 staff members on 7 different teams participated in the inquiry process. By June, 2011, P.S. 199 will engage 20% more staff members including ESL teachers, cluster teachers, and AIS teachers in the inquiry process than the previous year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The following allocations will be used to support this goal: Contract For Excellence FY 09, IDEA ARRA CTT, IDEA ARRA RELATED SERVICE IEP PARA, IDEA IEP PARA, IDEA Mandated Counseling Shared, School Support Supplement, TITLE I ARRA SWP, Title I SWP, Title IIA Supplemental, TL 09 C4E CTT, TL Children First Network Support, TL Children First Operating Funds, TL DRA Stabilization, TL Fair Student Funding, TL Fair Student Funding Incremental, TL FSF Legacy Teacher Supplement, TL IEP TEACHER, and TL One-Time Allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> P.S. 199Q will measure the progress of this goal by reviewing teacher schedules and agendas from Inquiry Team meetings.</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be a 5% total increase in the number of students progressing from Beginner to Intermediate, Intermediate to Advanced, and Advanced to Proficient on the May 2011 NYSESLAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>There will be a 5% total increase in the number of students progressing from Beginner to Intermediate, Intermediate to Advanced, and Advanced to Proficient on the May 2011 NYSESLAT.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The following allocations will be used to support this goal: Contract For Excellence FY 09, IDEA ARRA CTT, IDEA ARRA RELATED SERVICE IEP PARA, IDEA IEP PARA, IDEA Mandated Counseling Shared, School Support Supplement, TITLE I ARRA SWP, Title I SWP, Title IIA Supplemental, TL 09 C4E CTT, TL Children First Network Support, TL Children First Operating Funds, TL DRA Stabilization, TL Fair Student Funding, TL Fair Student Funding Incremental, TL FSF Legacy Teacher Supplement, TL IEP TEACHER, and TL One-Time Allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> P.S. 199Q will review the reading running records of students in grades K, 3 and 4. In addition, P.S. 199Q will review the results of the 2011 NYSESLAT Exam.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, there will be a 3% increase in the number of parents attending PTA meetings, parent workshops, and parent teacher conferences.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Allocate adequate funding in the school's budget:</p> <ul style="list-style-type: none"> · to hire per diem substitutes to enable teachers to attend outside professional development provided by Teachers College, Network 207 and Department of Education · to hire per diem substitutes to provide appropriate coverage for teachers to attend model lab site lessons and debriefing sessions as needed. · to purchase library books, supplies and materials for classroom teachers · to purchase teacher resource library books · to provide coverage for teachers so that they can attend professional development lab sessions, demonstrations and meetings at the school level and attend outside professional development sessions <p>Provide professional development to reinforce and enhance balanced literacy instruction focusing on incorporating the Common Core State Standards throughout the school with the support of two full time school-based Literacy Coaches and the support of two Teachers College Staff Developers. The Inquiry teams will focus on incorporating the Common Core State Standards in daily instruction.</p> <p>Teachers will examine student work (writing samples) in order to determine the instructional focus and needs for his/her class. In addition, teachers will be able to determine if what they taught is transparent in student writing.</p> <p>Ensure that daily classroom schedules reflect all components of balanced literacy: writing workshop, reading workshop, shared reading/writing, interactive writing (early childhood), read aloud with accountable talk and word work.</p> <p>Continue to implement a school-based Teachers' Resource library and implement a school-wide sharing system to enable teachers to have access to teaching resources and materials that support instructional differentiation in order to meet individual student need.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The following allocations will be used to support this goal: Contract For Excellence FY 09, IDEA ARRA CTT, IDEA ARRA RELATED SERVICE IEP PARA, IDEA IEP PARA, IDEA Mandated Counseling Shared, School Support Supplement, TITLE I ARRA SWP, Title I SWP, Title IIA Supplemental, TL 09 C4E CTT, TL Children First Network Support, TL Children First Operating Funds, TL DRA Stabilization, TL Fair Student Funding, TL Fair Student Funding Incremental, TL FSF Legacy Teacher Supplement, TL IEP TEACHER, and TL One-Time Allocations.</p>

	<p>College Staff Developers.</p> <p>Ensure that daily classroom schedules reflect all components of balanced literacy: writing workshop, reading workshop, shared reading/writing, interactive writing (early childhood), read aloud with accountable talk and word work.</p> <p>Continue to implement a school-based Teachers' Resource library and implement a school-wide sharing system to enable teachers to have access to teaching resources and materials that support instructional differentiation in order to meet individual student needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The following allocations will be used to support this goal: Contract For Excellence FY 09, IDEA ARRA CTT, IDEA ARRA RELATED SERVICE IEP PARA, IDEA IEP PARA, IDEA Mandated Counseling Shared, School Support Supplement, TITLE I ARRA SWP, Title I SWP, Title IIA Supplemental, TL 09 C4E CTT, TL Children First Network Support, TL Children First Operating Funds, TL DRA Stabilization, TL Fair Student Funding, TL Fair Student Funding Incremental, TL FSF Legacy Teacher Supplement, TL IEP TEACHER, and TL One-Time Allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The 2010-2011 Progress Report will indicate that 67.6 % of students scored at proficiency levels 3 and 4 on the 2011 NYS Math Exam.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	100	24	N/A	N/A	11	1		17
1	110	20	N/A	N/A	5			16
2	120	27	N/A	N/A	5		2	9
3	140	24	N/A	N/A	7			9
4	130	31	14	8	6		2	10
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>AIS Reading focuses on coordinating appropriate reading activities, materials and grouping techniques with classroom instruction. Students are immersed in balanced literacy, incorporating guided reading strategies, phonemic awareness and literacy based instruction. AIS Reading teachers and classroom teachers work collaboratively to implement reading and writing workshop structures to support reading instruction. This AIS support occurs during the school day.</p> <p>AIS Writing focuses on coordinating appropriate writing activities, materials and grouping techniques with classroom instruction.</p> <p>AIS teachers and paraprofessionals provide Great Leaps Reading services to struggling students who are at risk of not meeting grade benchmarks. Students work individually with a teacher for ten minutes per day (three times per week minimum). Great Leaps is divided into three major areas: phonics (developing and mastering essential sight-sound relationships and/or sound awareness skills; sight phrases (mastering sight words while developing and improving focusing skills); and reading fluency (using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation). This AIS support occurs during the school day.</p> <p>AIS teachers provide Great Leaps Reading services to struggling students who are at risk of not meeting grade benchmarks. Students work individually with a teacher for ten minutes per day (three times per week minimum). Great Leaps is divided into three major areas: phonics (developing and mastering essential sight-sound relationships and/or sound awareness skills; sight phrases (mastering sight words while developing and improving focusing skills); and reading fluency (using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation). This AIS support occurs during the school day.</p> <p>Response-To-Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. Interventions match the student needs and</p>

monitoring of progress is continuous. Teachers work one-on-one with a struggling learner using a technique/intervention program that is different (not used in the classroom). In 2009-2010 teachers worked with a student for 20 sessions (30 minute sessions).

The SETSS Teacher services students who are mandated for SETSS services and uses the Wilson Reading Program within the SETSS program. The Wilson Reading Program is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. The Wilson Reading Program directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language system of English is presented in a systematic and cumulative manner so that it is manageable for students. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program. The Wilson Reading Program occurs during the school day.

The ESL teacher services students for one to three periods per week beyond the students' ESL mandate. AIS services are provided to assist students in acquiring proficiency in the four communication skills (listening, speaking, reading and writing) necessary for basic interpersonal communication skills and acquiring cognitive academic proficiency. Language and content instruction is integrated simultaneously and systematically. This support occurs during the school day.

P.S. 199Q supports an Extended Day Literacy Program twice a week (Tuesdays and Thursdays) for 1.5 hours (3:10 PM to 4:40 PM). Students who have been identified as not meeting or at risk of not meeting New York State ELA standards, social studies or NYS Grade Four Elementary Level Science Test participate in extended day reading after school. Teachers incorporate a variety of reading and writing activities to reflect state and citywide reading and content area assessments, including developing prewriting, note taking and essay writing strategies.

P.S. 199Q supports an AM Program Monday to Thursday from 8:02.5 AM to 8:40 AM (Grades Kindergarten and 1) and 8:07.5 AM to 8:45 AM (Grades 2, 3 and 4). Students who have been identified as not meeting or at risk of not meeting New York State standards participate in extended day program. Teachers support students in literacy through a variety of instructional strategies such as read aloud, guided reading, readers theatre, test preparation, small group work, Foundations, Wilson Reading, etc.

P.S. 199Q supports a Foundations and Wilson Reading Program Service four times a week for 50 minutes. Foundations uses a multi-sensory approach to learning letters, sounds and words. Foundations focuses on learning letter sounds and then blending the sounds to improve decoding, mastering sight words and improving spelling skills (encoding). It also teaches strategies for improving fluency, envisioning for improved comprehension, sentence dictation and correct punctuation. Fluency practice involves reading

	<p>decodable stories, understanding them and retelling. Vocabulary is also taught as part of the word study and reading of decodable books.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Corrective Math provides students who are at risk of not achieving the NYC Performance Standards and the NYS Learning Standards in mathematics with conceptual, computational and problem solving skills. This support occurs during the school day.</p> <p>AIS teachers and paraprofessionals provide Great Leaps Math services to a struggling student who is at risk of not meeting grade benchmarks. The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It contains lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations. Students work individually with a teacher for five to seven minutes per day (three times per week minimum).</p> <p>P.S. 199Q supports an Extended Day Math Program twice a week (Tuesdays and Thursdays) for 1.5 hours (3:10 PM to 4:40 PM). Students who have been identified as not meeting or at risk of not meeting New York State Mathematics standards participate in extended day math after school. Teachers incorporate a variety of conceptual, computational and problem solving skills to assist with mathematics instruction.</p> <p>P.S. 199Q supports an AM Program Monday to Thursday from 8:02.5 AM to 8:40 AM (Grades Kindergarten and 1) and 8:07.5 AM to 8:45 AM (Grades 2, 3 and 4). Students who have been identified as not meeting or at risk of not meeting New York State standards participate in extended day program. Teachers support students in math through a variety of instructional strategies such as read aloud, test preparation, small group work, etc.</p>
<p>Science:</p>	<p>P.S. 199Q supports an AM Program Monday to Thursday from 8:02.5 AM to 8:40 AM (Grades Kindergarten and 1) and 8:07.5 AM to 8:45 AM (Grades 2, 3 and 4). Students who have been identified as not meeting or at risk of not meeting New York State science standards participate in extended day program. Science teacher provides science support through a variety of instructional strategies such as read aloud, guided reading, readers theatre, test preparation, small group work, etc.</p>

Social Studies:	P.S. 199Q supports an AM Program Monday to Thursday from 8:02.5 AM to 8:40 AM (Grades Kindergarten and 1) and 8:07.5 AM to 8:45 AM (Grades 2, 3 and 4). Students who have been identified as not meeting or at risk of not meeting New York State social studies standards participate in extended day program. Science teacher provides science support through a variety of instructional strategies such as read aloud, guided reading, readers theatre, test preparation, small group work, etc.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The monolingual and bilingual Guidance Counselors provide AIS counseling services to students based on individual needs. Counseling services are provided for students who are at risk of not attaining performance standards. Counseling services include one to one sessions and group sessions focusing on behavior management, academic support, conflict resolution, building self-esteem, personal accountability, homework/study habits, and crisis intervention. Project Friend provides small group and individual counseling to students based on individual needs.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist provides AIS counseling services to students based on individual needs. Counseling services are provided for students who are at risk of not attaining performance standards, students demonstrating difficulty interacting with peers, and students that have experienced a traumatic event that is affecting their performance in school. Counseling services include one to one sessions and group sessions focusing on behavior management, academic support, conflict resolution, and crisis intervention.
At-risk Services Provided by the Social Worker:	The School Social Worker provides AIS counseling services to students based on individual needs. Counseling services are provided for students who are at risk of not attaining performance standards. Counseling services include one to one sessions and group sessions focusing on behavior management, academic support, conflict resolution, and crisis intervention.
At-risk Health-related Services:	<input type="checkbox"/> <input type="checkbox"/> The School Nurse provides counseling to students based on individual health needs. The School nurse identifies and manages cases, promotes an optimal level of wellness for students, provides preventative health education, case management and direct services to students. The School Nurse works collaboratively with all school staff, parents and students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Grades Kindergarten, 1, 2, 3, and 4

Number of Students to be Served:

LEP 500

Non-LEP 525

Number of Teachers 68

Other Staff (Specify) 1 principal, 2 assistant principals, 1 psychologist, 1 social worker, 1 family worker, 2 guidance counselors, 1 SAPIS worker, 1 school nurse, 1 parent coordinator, and 5 paraprofessionals.

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our school implements comprehensive transitional bilingual and freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 500 English Language Learners (ELL). All bilingual and ESL teachers are fully-certified. There is one bilingual transitional class in kindergarten, one bilingual transitional class in grade 1, and six ESL teachers servicing entitled children using the push-in and/or pull out model. All students are provided with differentiated instruction to meet and exceed *city and state learning and performance standards*. Our school vision is one which ensures that all students attain the knowledge, skills, and motivation to be successful, lifelong learners. We strive to support all students in reaching their fullest potential by providing quality programs that meet high academic standards and offering a wide range of opportunities for learning in an optimum environment. All members of our school community engage in learning, sharing and reflecting upon effective practices that enhance student achievement.

P.S. 199 Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist with their children's learning at home. In addition, adult ESL classes will be held by the ESL/Bilingual Specialist during the school day for parents wanting to learn English.

A series of weekly one hour workshops will be held on different topics from 9:00 a.m. to 10:00 a.m. (Monday to Thursday) or 8:10 to 9:10 (Fridays) and during after school hours (times to be determined) to accommodate parents' schedules.

The workshops will address the following topics:

- Use of effective math strategies in problem solving.
- Learning about the ESL learning standards and NYSESLAT assessment.
- Learning about the Native Language Arts and English Language Arts performance standards

Additional workshop topics will be determined based on parent community needs and/or interests.

Parent workshops will be facilitated by the ESL/Bilingual Specialist, Parent Coordinator, Math and Literacy coaches, Science Cluster Teacher, Social Studies Teacher, ESL teachers and/or administrators.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

P.S. 199 Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies to address the needs of English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards in order to achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid per session and teacher trainers/facilitators will be paid the contractual per session rate. These professional development sessions will be facilitated by school administrators, Network Support Specialists from ICI, ESL/Bilingual Coordinator, literacy and math coaches and teachers.

Teachers working in the supplementary instructional program will receive various sessions of professional development during the school day and during after school hours from 3:10 – 4:40 p.m. Topics that will be addressed during these professional development sessions are as follows:

Two one-hour professional development sessions will be devoted to the following topics:

- *Scaffolding Across Disciplines: Types of Scaffolding and Differentiated Instructional Strategies to Support ELL's.*

- *Gaining a Clear Understanding of the NYSESLAT .*

- *Strategies to Prepare ELLs to Meet City and State Standards .*

- *Use of Effective Instructional Strategies to Increase Native Language Literacy Skills .*

- *Use of Effective Mathematics Instructional Strategies to Develop and Enhance Students' Skills and Performance on City and State Mathematics Assessments*

Section III. Title III Budget

School: **P.S. 199Q - Maurice A. FitzGerald School**
 BEDS Code: **342400010199**

Allocation Amount:		
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) - Per session - Per diem	\$54,186	<p><u>After School Instructional Program</u></p> <p>(10 Teachers)*(50 Sessions)*(1.5 hours)*(rate) = \$37,301 (with fringe)</p> <p>(1 Supervisors)*(50 Sessions)*(1.5 hours)*(rate) = \$3,851 (with fringe)</p> <p><u>Saturday Program</u></p> <p>(3 Teachers)*(20 Sessions)*(3 hours)*(rate) = \$8,953.00 (with fringe)</p> <p>(1 Supervisor)*(20 Sessions)*(3 hours)*(rate) = \$3,081 (with fringe)</p> <p><i>Total cost (with fringe)= \$54,186</i> <i>Total cost (without fringe)= \$44,895</i></p>

Purchased services - High quality staff and curriculum development contracts	\$0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$14,434	General instructional supplies for After School Program, Saturday Program and Early Bird will include charts, paper, markers, notebooks, manipulative materials, certificates, etc. The school will purchase curriculum materials for teachers and students to ensure the success of the programs.
Educational Software (Object Code 199)	\$0	N/A
Travel	\$0	N/A
Other	\$0	N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 199Q is committed to providing students with the maximum opportunity to learn and achieve academic success. P.S. 199Q realizes the importance of engaging parents to become involved in promoting their child's academic success. To foster a positive rapport with parents, it is essential that effective communication transpire between our school and parents.

Data from our Home Language Report was used to determine our school's written translation and oral interpretation needs.

All school notices sent home to parents are translated into Spanish. All staff members have received professional development on utilizing the Translation and Interpretation Unit.

School notices sent to parents provide information about: their children's progress, how parents can support and improve their children's academic achievement, parent workshops to learn English, parent workshops that provide information with regard to testing and curricula, and events taking place in our school.

Parent notices provide parents with invaluable information and encourage parental involvement. Translating notices will ensure that our parents will have the opportunity to participate in shared parent-school accountability.

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

Data from our Home Language Report indicates that we currently have a population of 1,038 students. Approximately 50% of our students are English Language Learners. Approximately 55% of our student population speak Spanish at home. Approximately 9% of our student population speak Bengali at home. It is essential that we translate our school notices and newsletters.

The findings will be shared at the School Leadership Team, PTA meetings and Faculty Conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services that P.S. 199Q will provide to parents include newsletters written by classroom teachers to be translated into Spanish. P.S. 199Q will be reaching out to our families and providing them with information to support their child's academic success. By providing translated newsletters, parents will engage in school-parent accountability. Parent newsletters will include invitations inviting parents to workshops that teach parents how to help improve their children's academic achievement and workshops that teach English. Each grade (Kindergarten to Fourth) sends parents a monthly newsletter that details the curricula being taught and gives parents suggestions as to help their children achieve success. Having these newsletters translated will provide parents with specific ways to help them support their children's achievement. Translating notices and documents into Spanish will encourage our non-English speaking parents to feel involved in their children's education and they will become more active in the parent-school shared accountability.

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

P.S. 199Q has provided oral interpretation services to parents who do not speak English. Oral interpretation services are mainly provided by P.S. 199Q. Additional translators are hired through a Department of Education vendor to ensure many translators are available. The interpretations occur during Parent Teacher Conferences in November and in March.

In addition, all staff members have been trained in order to utilize the Department of Education's Translation and Interpretation services.

The Department of Education provides oral translations (over the phone) in over 150 languages.

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

P.S. 199 will provide each parent whose primary language is Spanish with written notification of their rights regarding translation and interpretation services. P.S. 199's School Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching school personnel solely due to language barriers.

P.S. 199Q posted all notices contained in Chancellor's Regulation A-663 in the main lobby of the school. Laminated cards were prepared asking parents what language(s) they can orally communicate in were placed on the main entrance desk and main office desk. This will help P.S. 199Q staff members communicate with parents by calling the translation and interpretation Unit and requesting the proper translator.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$671,643	\$33,355	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,717		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,582	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,174	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

100% of teachers at PS 199Q are highly qualified.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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2009-2010 School-Parent Compact

P.S. 199Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

P.S. 199Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences twice a year (November 2009 and March 2010).
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide report cards for Grades one to four in November 2009, March 2010 and June 2010. Kindergarten teachers will provide report cards to parents in March 2010 and June 2010.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at a mutually agreeable time during teachers’ preparation period.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Mathematics and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

Parents will support their children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom.
- Participating, as appropriate, in decisions relating to their children's education.
- Promoting positive use of their child's extracurricular time.
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2010-2011 School-Parent Compact

P.S. 199Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

P.S. 199Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

2. Hold parent-teacher conferences twice a year (November 2010 and March 2011).
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards for Grades one to four in November 2010, March 2011 and June 2011. Kindergarten teachers will provide report cards to parents in March 2011 and June 2011.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at a mutually agreeable time during teachers' preparation period.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Mathematics and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

Parents will support their children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom.
- Participating, as appropriate, in decisions relating to their children's education.
- Promoting positive use of their child's extracurricular time.

- Staying informed about their child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The needs assessment process for P.S. 199 includes:

1. The review of student achievement scores on New York City assessments and New York State standardized tests, and the disaggregated data provided by the Division of Assessment and Accountability
2. 2009-2010 Annual School Report Card (this is the latest available version)
3. State and City Performance Standards
4. ATS Exam Reports
5. School Profile

6. Title I Annual Analysis
 7. P.S. 199 2009-2020 CEP
 8. Student Portfolio assessments
 9. Teacher assessments
 10. Reading records
 11. ECLAS-2 Variation results
 12. May 2010 NYSESLAT Results
 13. Discussion and consultation with faculty, staff, committee members, parents, Sunnyside Community Based Organization
 14. Parent needs assessment questionnaires and surveys given to all parents in the school
 15. A review of the school based strategies for attaining New York State Standards in reading and mathematics
 16. Consultation with school based health providers
 17. Review of 2009-2010 Progress Report
 18. Review of 2009-2010 Learning Environment Survey
 19. Review of 2009-2010 Quality Review
2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P.S. 199Q will:

1. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
2. Help provide an enriched and accelerated curriculum.
3. Meet the educational needs of historically underserved populations.
4. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
5. Are consistent with and are designed to implement State and local improvement, if any.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P.S. 199Q will continue to support and implement an AM Program, After School Program, Saturday Program and Summer Program in an effort to increase the amount of learning time for students in jeopardy of not meeting grade standards.

- o Help provide an enriched and accelerated curriculum.

P.S. 199Q will implement a balanced literacy approach for reading and writing, which consists of: independent/paired reading, shared reading, guided reading, literacy centers, reading and writing workshops, interactive read aloud, interactive writing, word study, strategy lessons, and student/teacher reading and writing conferences. Locked-in literacy periods for grades K-4.

Students will engage in activities that will help them understand the relevancy of mathematics in everyday life. Teachers of grades K-4 will continue to use Everyday Mathematics as the primary vehicle for math instruction in the school. This instructional program has been selected as the uniform citywide program for mathematics and will be implemented for 60 minutes of daily mathematics instruction in grades K-2 and 75 minutes in grades 3 and 4. An Everyday Mathematics pacing calendar will be followed. This schedule will ensure that teachers cover the appropriate amount of material over the course of the school year.

In order to assist students in attaining grade benchmarks in mathematics, all students will be taught a wide variety of problem-solving skills which they may use to make better sense of their world. Students will be engaged in activities that will enhance studies in basic operations, applications, geometry, measurement, probability, statistics, relationships, logical thinking and recognition of patterns. Special emphasis will be placed on hands-on activities and the use of manipulative materials to produce extended responses in order to meet the Mathematics Performance Standards and grade benchmarks.

Math games and exploration activities will continue to be implemented in order to provide students with mathematical and social skills that will enable them to handle problem-solving situations. Special emphasis will be placed upon meeting the mathematics standards in all grades as set by the National Council of Teachers of Mathematics. We will continue to identify specific areas of need (problem solving, representation, statistics and probability, reasoning and proof, number sense and operations) based upon standardized test, interim and teachers assessments.

- o Meet the educational needs of historically underserved populations.

- P.S. 199Q will continue to support programs that meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- P.S. 199Q will continue to address the needs of all students.

- o Are consistent with and are designed to implement State and local improvement, if any.

- P.S. 199Q's Title I Schoolwide Program are consistent with and are designed to implement State and local improvement.

3. Instruction by highly qualified staff.

P.S. 199 will continue to implement a balanced literacy approach in K-4 through a partnership with Teachers College Reading and Writing Project .

P.S. 199 will continue to provide professional development across all curriculum areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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Administration, Teachers College staff developers, P.S. 199Q teachers, Literacy coaches and Math Coach will provide professional development in literacy and on effective strategies to support Performance Standards and State Learning Standards (Language Arts, Math).

The Teachers College Reading and Writing Project partnership will continue to be implemented in grades K-4. Reading and writing workshop structures will provide students with strategies that will enable them to become proficient readers and writers as measured by increased scores in city and state language arts assessments. Student growth in reading and writing will be assessed on an on-going basis by teachers through reading records, reading assessment records, student and teacher reading and writing conferences and analysis of student writing and publications. Professional development to support the implementation of the reading and writing curriculum consists of sessions that include demonstration lessons, study group meetings and professional development workshops. The demonstration lessons and study group meetings are conducted by Teachers College staff developers. Supervisors and teachers attend professional development workshops during the school year, participate in Leadership Institutes, Specialty Groups, and participate in Teachers College Summer Institutes on the teaching of reading and writing (see below for a more detailed description). In addition, literacy coaches attend ongoing literacy coach study groups with a Teachers College staff developer. English as a Second Language teachers attend English Language Learner calendar days provided by Teachers College.

P.S. 199Q Professional Development includes:

1. Demonstration Teaching – This site-based professional development includes classroom demonstrations for reading and writing workshop provided by Teachers College Reading and Writing Project staff developers and Coaches. Cadres of teachers attend these sessions. Staff developers provide direct support to all classroom teachers and instructional support staff (literacy coaches, ESL, and AIS reading teachers). Supervisors participate in professional development sessions. The staff developers follow a gradual release of responsibility, which allows teachers to assume more responsibility for the instruction, which occurs during the classroom-based professional development. Study group sessions, offer participants the opportunity to discuss the course of study which frames the classroom work, review student work and discuss the plans for the following units of study.
2. Professional Development for School Leaders – The Project provides a separate and complementary system of professional development for school administrators. Each month, principals and assistant principals are invited to a presentation by a leading researcher, followed by ongoing study groups. These study groups meet to engage in a continuing study of topics of critical

importance to school leaders. The goal of this professional development is to achieve school-wide integration of scientifically-based practices including curricular reform, adherence to state and city learning standards, and regular assessment at every level of instruction. The principal and both assistant principals of P.S. 199 participate in these monthly professional development sessions during the entire school year.

3. Study Groups for School Leaders and School Staff Developers – The principal of P.S. 199 participates in principals’ study groups which meet monthly. During this past school year, these study groups have been provided by Teachers College senior staff developers and Network Support Specialists from P.S. 199Q’s Learning Support Organization. During the 2010-2011 school year, the principal, the assistant principals and Literacy Coaches will attend study groups at Teachers College.
 4. Calendar Days: The Teachers College Reading and Writing Project offer professional development “Calendar Days”. Our teachers attend these all day conferences that focus on specific topics in the area of reading and writing instruction. All classroom teachers, reading teachers, ESL teachers, and Literacy Coaches attend calendar days throughout the school year. These professional development sessions help support classroom instruction.
 5. Institutes – Each summer our literacy coaches, teachers and administrators participate in Teachers College Reading and Writing Project Summer Institutes. There are four summer institutes each summer. Participation in summer institutes is made available for all literacy coaches, teachers and administrators. Institutes offer focused instruction on the teaching of reading and writing. Each day of the institute begins and ends with a keynote address. During the day, teachers and administrators attend courses on specific topics and small group sessions to help strengthen methods of teaching reading and writing. Administrators attend special sections developed for school administrators.
 6. Specialty Groups/ Leadership Groups- During the 2010-2011 school year, teachers will participate in groups led by TC staff developers focused around specific reading and writing needs. These groups that meet both during the school day and after school throughout the year allow teachers from PS 199Q to collaborate with other teachers from throughout the city.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 199 participates in a School Based Option (SBO). An SBO committee of administrators, teachers and parents select and interview candidates for teaching positions and non-teaching positions. Candidates are interviewed and are required to perform a demonstration lesson.

P.S. 199 is considered a model school and a Collaborative Community of Practice School.

6. Strategies to increase parental involvement through means such as family literacy services.

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The Parent Coordinator is part of the administrative team working under the supervision of the principal. The Parent Coordinator engages with and involves parents in the school community by working with the principal, School Leadership Team, Parent Teacher Association, community groups and Parent Advisory Councils. The Parent Coordinator position focuses on creating a welcoming environment for parents. The Parent

Coordinator identifies parents and related school/community issues and works with the principal and school staff to see that they are addressed in a timely manner.

P.S. 199Q will continue with parent orientation meetings in September, weekly parent workshops and adult ESL classes (beginning and intermediate) during the 2010-2011 school year.

The parent coordinator will continue to recruit parents for the Learning Leaders program and coordinate the training.

Parent surveys will be distributed and analyzed in order to identify and address concerns, questions and needs

Parent workshops will be offered in the areas of literacy, mathematics, English as a Second Language, Academic Intervention Services:

- How to Help Your Child Get Ready for the 2011 New York State English Language Arts Exam
- How to Help Your Child Get Ready for the 2011 New York State Mathematics Exam
- Reading Activities to Do with Your Children
- English as a Second Language Activities
- Math Activities You Can Do At Home
- Description of Funded Math Programs and AIS Programs
- Description of the English as a Second Language
- Promotional Standards
- School Report Card

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Every February, P.S. 199 sends a letter to all pre-K schools in the Sunnyside, Woodside and Long Island City area inviting parents to a Kindergarten orientation. Parents and students are given a tour of the school and have an opportunity to meet staff members. Our pupil accounting secretary, parent coordinator, bilingual specialist, teachers and administrators are available to respond to the individual needs of students and parents transitioning between pre-school and P.S. 199.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Faculty conferences, grade conferences, School Leadership Team committees and subcommittees, congruence with administrators and other support personnel offer an opportunity to include teachers in the decisions regarding the use of academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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P.S. 199Q's Academic Intervention Team is comprised of administrators and teachers. The team will continue to assess and address the needs of students who are not demonstrating success in their current educational program as follows:

- push-in collaborative team-teaching services offered by the classroom teacher and AIS teacher
- continued implementation of Special Education Teacher Support Services
- programs that provide academic instructional support or remediation, and instructional modifications, e.g., AIS Reading, Wilson Reading Program, Headsprout, Foundations, mathematics, and extended day programs
- at-risk speech and language, and at-risk individualized or group counseling as deemed necessary

Professional development opportunities will be offered through faculty conferences, grade conferences, study groups, school-based and regional professional development sessions, etc. to support AIS.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 199 allocates funding sources in Galaxy such as Title EGCSR FED PROGRAM - TITLE IIA, EGCSR STATE PROGRAM – STATE, FUNDING, EGCSR STATE PROGRAM - TITLE IIA, IDEA IEP PARA, IDEA Mandated Counseling, Title I SWP, TITLE I TRANSLATION SERVICES, TITLE IIB STEM, Title III LEP, TL Children First Funding, TL CHILDREN FIRST INQUIRY TEAMS, TL Data Specialist, TL DY0 ASSESSMENT, TL Fair Student Funding, TL Fair Student Funding Incremental, TL FSF Legacy Teacher Supplement, TL IEP PARA, TL IEP TEACHER, TL LSO Support Queens ISC, TL Mandated Counseling, TL Mandated Speech, TL NYSTL HARDWARE, TL NYSTL LIBRARY BOOKS, TL NYSTL SOFTWARE, TL NYSTL TEXTBOOKS, TL One-Time Allocations, TL Parent Coordinator, TL SBST, TL SUMMER, TL TRANSLATION SERVICES to meet the staffing and OTPS needs.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

c. Minimize removing children from the regular classroom during regular school hours;

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

4. Coordinate with and support the regular educational program;

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

5. Provide instruction by highly qualified teachers;

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

7. Provide strategies to increase parental involvement; and

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

8. Coordinate and integrate Federal, State and local services and programs.

P.S. 199Q is a Title I Schoolwide Program (SWP) school. P.S. 199Q is not required to complete this part.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2

2. Please describe the services you are planning to provide to the STH population.

P.S. 199Q will provide the following services to Students in Temporary Housing (“STH”):

- Inform all STH families, students and unaccompanied youth of their educational rights by distributing the McKinney-Vento guides and posters.
- Assist STH families and unaccompanied youth with school enrollment and transfers, which includes but is not limited to, contacting school officials and Office of School Enrollment Placement Office, and by assisting the STH family and unaccompanied youth obtain all necessary documents needed for enrollment.
- Coordinate with the Office of Pupil Transportation (OPT) in arranging transportation for students. This includes overseeing school bus pick up and drop off in shelters. In addition, distribute, manage, and track all metro cards given to parents used to accompany their children to school.

- Meet with parents in order to meet the educational needs of STH.
- Monitor and if necessary improve the attendance of STH students; assist in recruiting STH parents for activities intended for them, and facilitate extended day activities for STH.
- Offer resources that can provide more comprehensive services to students in temporary housing and ensure that students receive the supports to which they are entitled.
- Develop and enhance partnerships that provide additional services and resources to students and families.
- Provide at-risk counseling whenever necessary.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

P.S. 199Q will provide the following services to Students in Temporary Housing (“STH”):

- Inform all STH families, students and unaccompanied youth of their educational rights by distributing the McKinney-Vento guides and posters.
- Assist STH families and unaccompanied youth with school enrollment and transfers, which includes but is not limited to, contacting school officials and Office of School Enrollment Placement Office, and by assisting the STH family and unaccompanied youth obtain all necessary documents needed for enrollment.
- Coordinate with the Office of Pupil Transportation (OPT) in arranging transportation for students. This includes overseeing school bus pick up and drop off in shelters. In addition, distribute, manage, and track all metro cards given to parents used to accompany their children to school.

- Meet with parents in order to meet the educational needs of STH.
 - Monitor and if necessary improve the attendance of STH students; assist in recruiting STH parents for activities intended for them, and facilitate extended day activities for STH.
 - Offer resources that can provide more comprehensive services to students in temporary housing and ensure that students receive the supports to which they are entitled.
 - Develop and enhance partnerships that provide additional services and resources to students and families.
 - Provide at-risk counseling whenever necessary.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
P.S. 199Q did not receive a specific allocation.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q199_011111-153149.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 207	District 24	School Number 199	School Name Maurice A FitzGerald
Principal Anthony M. Inzerillo		Assistant Principal Irene Gerhards	
Coach Mary Dentrone		Coach Jennifer Vallerugo	
Teacher/Subject Area Elsa Suarez		Guidance Counselor Karina Medina	
Teacher/Subject Area		Parent Sonyia Mitha	
Teacher/Subject Area		Parent Coordinator Jenny Caamano	
Related Service Provider Amarilis Lantigua		Other Margaret Morrison, AP	
Network Leader Peggy Miller		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1042	Total Number of ELLs	484	ELLs as Share of Total Student Population (%)	46.45%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

P.S. 199Q follows the New York State LEP Identification Process which includes 4 steps: Screening during enrollment by administering the Home Language Survey which parents fill out in addition to the Informal Interview in the Native Language. If the Home language and/or Native language is other than English then we go on to Step 2, Initial Assessment by administering the LAB-R to those students whose Home Language is not English. If the student scores at the Proficient level, the student is not identified as an English Language Learner. If a student scores at the Beginning, Intermediate, or Advanced level then the student is identified as an English Language Learner. We then move to Step 3, Program Placement, placing students in the appropriate programs as per parental option, current programs, availability, and Annual Assessment by administering the NYSESLAT in the spring of the current school year. If a student scores at the Beginning, Intermediate, or Advanced level on the NYSESLAT then the students continues to be an ELL and receive ESL services. If a student scores at the Proficient level, the student is no longer identified as an ELL.

Mrs. Suarez, ESL/ Bilingual Coordinator, is a certified ESL Specialist and is responsible for the initial screening, and administering the HLS. Mrs. Suarez, also conducts the LAB-R assessments on an on-going basis.

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers. ESL schedules are developed according to CR-Part 154 regulations. Extended day (37.5 minutes) and after school programs are designed to meet the needs of English Language Learners. Student progress is evaluated through on-going teacher assessments and NYSESLAT test samplers. During the spring, all ELL students are administered the NYSESLAT test to determine the student's level of English proficiency and continued status as an ELL student.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Every school year, parents participate in an orientation meeting where they receive the necessary information for them to select an appropriate program for their children. A video is shown in the parents' native language (when available) to facilitate the understanding of the programs available to them. Parents have the option of maintaining their child in a bilingual program or selecting their child to receive ESL services in a monolingual classroom. The bilingual specialist facilitates the meeting and answers any questions parents may have. Parents have an opportunity to observe our bilingual program and a monolingual classroom that receives ESL support.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Parents are invited to attend Parent Orientation meetings that are scheduled and facilitated by Mrs. Elsa Suarez, Bilingual Specialist. Parents are sent letters in their native language. Parents are informed about their choice and we offer all available programs for English Language Learners.

Mrs. Suarez ensures that entitlement letters are distributed and that Parent Selection forms are returned by cross referencing against an official class list and an ELL list of students school wide. The Bilingual Specialist checks off the receipt of the Parent Survey Selection form.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

We inform parents about their choice and offer all available programs for English Language Learners. Parents then decide which program they want for their child.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

After reviewing the Parent Survey and Program Selection forms, the trend in program choices indicates that parents of Spanish speaking students new to the country have been requesting a Spanish bilingual class placement for their child. Parents of students who attended universal Pre-K and/or were born in the United States, generally request a monolingual class placement with ESL support services.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Programs offered at P.S. 199Q are aligned with parent requests because P.S. 199 respects and values parental involvement in the decision-making process. This is evidenced by our continued provision of Spanish bilingual classes and a strong ESL program that meets the needs of English Language Learners in a Transitional Bilingual Program and Free Standing English as a Second Language Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding ESL														
Self-Contained	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Push-In	4	4	4	3	4	0	0	0	0	0	0	0	0	19
Total	5	6	4	4	4	0	23							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	484	Newcomers (ELLs receiving service 0-3 years)	389	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	41	0	0	0	0	0	0	0	0	41
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	389	0	28	53	0	8	0	0	0	442
Total	430	0	28	53	0	8	0	0	0	483

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish	24	17	0	0	0	0	0	0	0	0	0	0	0	41
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	24	17	0	41										

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																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	63	56	66	59	48	0	0	0	0	0	0	0	0	292
Chinese	5	6	1	2	3	0	0	0	0	0	0	0	0	17
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	11	12	7	6	11	0	0	0	0	0	0	0	0	47
Urdu	2	0	3	5	0	0	0	0	0	0	0	0	0	10
Arabic	3	2	1	1	2	0	0	0	0	0	0	0	0	9
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	84	76	78	73	64	0	0	0	0	0	0	0	0	375

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
- b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

ELL students receive ESL support via the push-in model or a self-contained ESL classroom with a dual licensed teacher. ESL push-in instruction is provided by six licensed ESL teachers who service 18 ESL classes in grades Kindergarten through fourth. Eligible ELL students in grades K-4 receive one or two periods (as per CR-Part 154) of English as a Second Language instruction as determined by their proficiency level. ESL teachers work collaboratively with the classroom teacher to maximize instruction for ELL students during Reader's and Writer's Workshops as well as other content areas such as science and math.

For the 2010-2011 school years the following classes were formed to address the needs of ELL students as well as address parental choice:

- Two transitional bilingual education classes from grades K-1.
- Two ESL Self contained Classes in grades 1 to 3
- Six ESL certified teachers that follow a push in model.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Six ESL teachers provide instruction, utilizing ESL approaches and methods based on NYS ESL Learning Standards and the New York State Common Core Standards. Classes are organized with a concentration of English Language learners at similar levels. Schedules are

established to ensure ESL teachers push-into classes for a total of at least 360 minutes (beginner and intermediate level) or 180 minutes (advanced level) per week.

All ESL services are provided in a push in model during reading workshop, writing workshop, shared reading, word work, and/or read aloud.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

SIFE students in grades 3 and 4 are mostly new arrivals or have not participated in an English Language School System for two or more years. P.S. 199 has zero SIFE students. In the past we have found that most of these students are not functioning on grade level in their native language. In the past SIFE students were in a bilingual program and received content area instruction in the native language at the students' instructional level. In the event we receive a SIFE student the bilingual specialist will provide additional academic support services (tutoring services and individualized instruction) to SIFE students in their native language in groups of up to four students in either a push-in or pull out model.

ESL lessons and instructional activities encompass curriculum areas and stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others. Teaching strategies will include TPR (Total Physical Response), language experience approach, and integrated language arts.

Since we are a K to 4 school, there are no students who have been in a NYC school for six or more years.

The needs of newly identified students with disabilities are addressed in the general education classroom through programs that provide academic instructional support or remediation, and instructional modifications. Programs follow a push-in co-teaching and/or pull-out models. Examples of the program models include AIS Reading, Mathematics, and extended day programs. Newly identified students with disabilities may also be considered for at-risk speech and language, and at-risk individualized or group counseling as deemed necessary. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Educational Plan.

When possible, the bilingual specialist provides additional academic support services (tutoring services and individualized instruction) to students who did not reach proficiency on the NYSESLAT. This support is provided within groups of up to four students in either a push-in or pull out model.

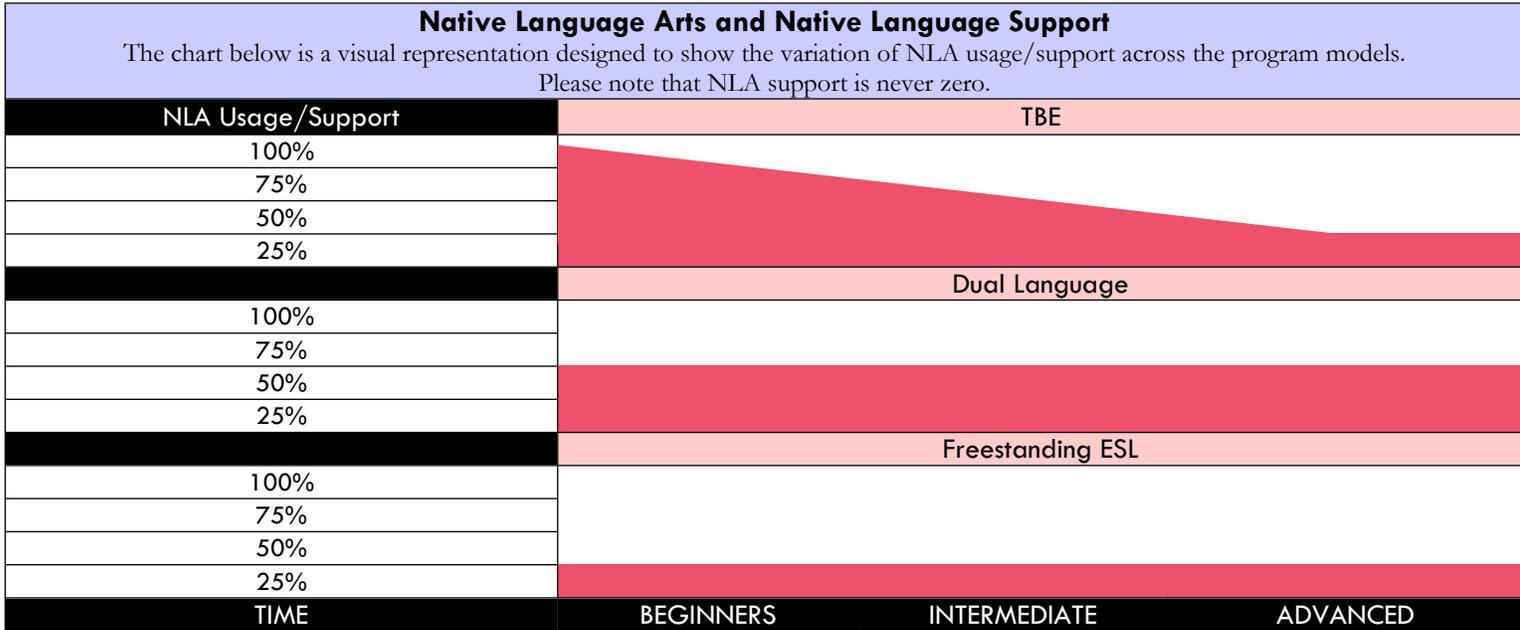
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math, and other content areas include:

- AM Extended Day Program-This program targets ELLs reading and writing below grade appropriate benchmarks.
- Extended Day PM Program-This program targets ELLs in reading and math below grade appropriate benchmarks.
- Saturday Program- This program targets ELLs in reading, science and math below grade appropriate benchmarks.
- ESL teachers provide language support in the content area of science and social studies.
- AIS Teachers provide literacy support for ELLs via small group work in literacy and mathematics.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

To provide transitional support efforts are made to place transitional students in ESL designated classes. In addition, these students will continue to receive the benefits of the Extended Day AM and Extended Day PM programs upon teacher requests.

Students in grades 3 and 4 will continue to receive test accommodations as former ELLs.

7. What new programs or improvements will be considered for the upcoming school year?

More intense professional development will be provided for classroom teachers and ESL teachers in the area of language development and more effective teaching strategies (e.g. thinking maps, building tier 2 words, juicy sentences). In addition we will increase ESL services in the content area of science and social studies.

8. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs were discontinued.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

After school programs and Saturday programs include all students. In addition, the IRC after school programs is exclusively for ELLs.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Visual aides, SMARTBOARDS, charts, CDs, videos, use of document cameras, computer programs (power point) and digital transparencies are incorporated into the instructional day to reinforce student learning through different modalities: Visual and auditory, expressive language, speaking, reading and writing. These methods increase background knowledge, auditory perception, reading ability, decoding and comprehension.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native language is only supported in our bilingual Spanish program. P.S. 199Q has one bilingual Kindergarten class and one bilingual Grade 1 class. The Bilingual language allocation policy supports students in their native language in reading workshop throughout the school year. In addition, students receive support in writing in their native language 70% of the school year in Kindergarten and 60% of the time in Grade 1.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Support services and resources correspond to ELLs' ages and grade levels as evidenced by the explanation of programs and services mentioned above.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Tutorial services and individualized instruction are offered to newly arrived students in groups of up to four students in either a push-in or pull out model (pending funding). Newly enrolled ELL students are entitled to attend the Summer Success Program before the beginning of the school year (pending funding). Community Based Organizations (Sunnyside and IRC) offer programs, recreational activities and educational trips for newly enrolled ELL students.

14. What language electives are offered to ELLs?

P.S. 199Q does not offer language electives to students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

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

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development opportunities will be offered through faculty conferences, grade conferences, school-based and regional professional development sessions, etc. Ongoing professional development opportunities will include workshops on ESL methodologies and strategies to support English language learners; evaluation of student performance data; use of performance data to drive instruction, classroom management for new teachers, etc.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

In order to get parents involved with PS199 as well as with their children's individual educational experience the parent coordinator has set up various informational and interactive workshops based on the needs and requests of the parents.

Various interactive workshops have been scheduled such as: Family Craft Night, Family Math Night and Family Nutrition Night. These workshops enhances communication with parents and children and actively involves parents in our school community.

The Bilingual Specialist and Parent Coordinator teach an adult ESL class for parents to strengthen their English skills.

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

The following CBOs and organizations have provided and are still providing services to the P.S. 199Q community: Western Queens, Citibank, Elmhurst Hospital, Health Plus, Time Warner Cable, La Guardia Community College, Sunnyside Community Services, and The Boy's and Girl's Scouts.

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

The Bilingual Specialist and Parent Coordinator have fostered a relationship with a majority of the parents of PS199 and parents are comfortable expressing their needs and wants to staff. In addition, there is always a question and answer period after parent workshops, Adult ESL classes and PTA meetings which provides an opportunity for parents to express their needs and wants.

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

Parent workshops focus on how parents can assist their children in school in all subject areas such as math, reading, writing, computer studies, science and social studies. In addition, many workshops focus on children's physical, emotional and social well being such as nutrition, healthcare services, hygiene and discipline.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	22	12	2	2	2	0	0	0	0	0	0	0	0	40
Intermediate(I)	18	32	37	22	22	0	0	0	0	0	0	0	0	131
Advanced (A)	65	43	39	48	35	0	0	0	0	0	0	0	0	230
Total	105	87	78	72	59	0	0	0	0	0	0	0	0	401

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	1	0	0	2	0	0	0	0	0	0	0	0
	I	35	12	2	5	1	0	0	0	0	0	0	0	0
	A	45	59	30	40	24	0	0	0	0	0	0	0	0
	P	32	43	55	44	59	0	0	0	0	0	0	0	0
READING/ WRITING	B	22	11	2	2	3	0	0	0	0	0	0	0	0

	I	59	31	37	22	22	0	0	0	0	0	0	0	0
	A	16	30	39	43	32	0	0	0	0	0	0	0	0
	P	17	43	9	22	29	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	35	15	5	80
4	18	45	15	0	78
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	0	30	0	31	0	9	0	87
4	14	0	41	0	25	0	6	0	86
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	24	0	20	0	3	0	58
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	20	0	10	0	108	0	31	0	169
8	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Math	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Assessment tools used to assess early literacy skills of ELLs include ECLAS Variation, TCRWP, ELA Aquity (Grades 3 and 4 only).

The data shows our ELLs are not meeting benchmarks in writing as evidenced by the TCRWP Writing Narrative Continuum.

This information has informed our school's instructional plan as follows:

- Include additional pre-writing strategies in writing workshop such as thinking maps, visualization structures, and writing inventories.
- ESL teachers will provide language support during content area instruction in an effort to build academic vocabulary (tier 2 and tier 3 words).
- Focus AM Extended Day Program on writing strategies.
- Provide Extended Day After School Program for ELLs in Grades 1 to 4, with a strong focus on non-narrative writing.
- Provide Saturday Morning Program for ELLs in Grades 3 and 4, with a strong focus on non-narrative writing in science.
- Collaborated with the International Rescue Committee ("IRC") to create an After School Program targeting newly arrived Tibet students.
- Sunnyside After School Program has enhanced their Parent ESL/Literacy component to provide English language support to parents of ELLs.
- Teachers will receive additional Professional Development in writing. Coaches, Network and Teachers College Staff Developers will focus their support on enhancing writing for ELLs.
- Inquiry Teams will focus on non-narrative writing and utilizing the New York State Common Core State Standards as our planning guide for effective instruction.
- Network Staff Developer will focus their support on increasing academic language in the content area of science and social studies.

The TCRWP Writing Narrative Continuum shows that about 33.5 % of Kindergarten ELL students are not meeting benchmark levels or their grade, about 41% of Grade 1 ELL students are not meeting benchmark levels on their grade, about 39% of Grade 2 ELL students are not meeting benchmark levels on their grade, about 39% of Grade 3 ELL students are not meeting benchmark levels on their grade and about 36% of Grade 4 ELL students are not meeting benchmark levels or their grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns on the NYSESLAT show that 18% of the students in grade K to 4 scored Proficient, 37% of the students scored Advanced, 37% of the students scored Intermediate and 8% of the students scored Beginner. Results reveal a need to decrease the percentage of students scoring in the Intermediate level and increase the percentage of students scoring at the Advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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- Provide Saturday Morning Program for ELLs in Grades 3 and 4, with a strong focus on non-narrative writing in science.
- Inquiry Teams will focus on non-narrative writing and utilizing the New York State Common Core State Standards as our planning guide for effective instruction.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

The data patterns on the NYSESLAT show that 18% of the students in grade K to 4 scored Proficient, 37% of the students scored Advanced, 37% of the students scored Intermediate and 8% of the students scored Beginner. Results reveal a need to decrease the percentage of students scoring in the Intermediate level and increase the percentage of students scoring at the Advanced level.

The NY State Math Test (Grades 3 and 4) and the NYS Science Test (Grade 4) are administered in the language of instruction (English). Alternate language, if available by DOE, may be opted by teachers.

37.7% of the ELL population made exemplary proficiency gains in ELA and 34.2% made exemplary gains in math.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

P.S. 199Q does not utilize the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

P.S. 199Q does not utilize the ELL Periodic Assessments.

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

We rely on the NYSESLAT results to evaluate the success of our programs for ELLs. NYSESLAT scores provide us with information across all grades and across modalities (reading, writing, listening and speaking). NYSESLAT scores guide us in the development of professional development and the development of support programs for ELLs.

Additional Information

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

P.S. 199Q is a K to 4 elementary school serving the communities of Woodside, Sunnyside, and Long Island City. The school is housed in a three-story building, two transportable classroom units (4 classrooms), two annexes – St. Teresa that is eight blocks away (5 kindergarten classrooms) and St. Raphael that is three blocks away (4 first grade classrooms).

There are a total of 46 classes: 9 fourth grade classes (nine monolingual classes); 9 third grade classes (9 monolingual classes); nine second grade classes (nine monolingual classes); 9 first grade classes (8 monolingual classes and one bilingual class); and ten kindergarten classes

Additional Information

(nine monolingual classes and one bilingual classes). The average class size in kindergarten is 23 students. The average class size in grade one is 23 students. The average class size in grade two is 25 students. The average class size in grade three is 24 students and the average class size in grade four is 21 students.

P.S. 199Q currently has 1045 students on register. The student population is composed of students speaking 32 languages. There are over 900 students who speak a language other than English. The most prominent language spoken at home are Spanish.

Kindergarten Writing Curriculum Calendar 2010/2011

Unit	Month/Dates	Days	Unit	Publication
1	9/8 – 10/1	16	Launching with Small Moments	(SPANISH) Small Moment
2	10/4 – 10/29	19	Approximating Small Moments	(SPANISH) Small Moment
3	11/1 – 11/24	16	Observing, Labeling and Listing Like a Scientist: Leaf Study	
4	11/29 – 12/23	19	Raising the Quality of Small Moment Writing (ENGLISH)	
5	1/4 – 1/29	19	Writing for Readers	(ENGLISH) Small Moment
6	2/1 – 2/18	14	All-About Writing	(SPANISH) All About
7	2/28 -3/25	20	All-About	(ENGLISH) All About
8	3/28 - 4/15	15	Science	(ENGLISH) Non-Narrative
9	5/3 - 5/28	23	Realistic Fiction/Fantasy(ENGLISH)	Realistic Fiction/Fantasy
10	6/1 – 6/28	19	Writing for Many Purposes/ Poetry and Songs	
			(ENGLISH) Poems & songs	

Grade 1 Writing Curriculum Calendar 2010/2011

Unit	Month/Dates	Days	Unit	Publication
1	9/13 – 10/1	15	Launching with Small Moments	(SPANISH) Small Moment
2	10/4 – 10/22	14	Writing for Readers	(ENGLISH) Small Moment
3	10/26 – 11/24	20	How To	(SPANISH) How To
4	11/29 – 12/23	19	How To	(ENGLISH) How To
5	1/3 – 1/21	19	Realistic Fiction	(SPANISH) Realistic Fiction
6	1/24 – 2/18	19	Realistic Fiction (ENGLISH) (Using Author as Mentor)	Realistic Fiction
7	3/1 – 3/18	14	All-About Books	(ENGLISH) All- About

Additional Information

8	3/21 – 4/15	20	Independent Writing Projects	(ENGLISH)	Narrative
9	4/28 -5/20	17	Expert Projects: Writing to Learn and Teach About Science		
(ENGLISH)	Non-Narrative				
10	5/23 – 6/3	9	Designing Your Own Unit: Poetry: Powerful Thoughts in Tiny Packages		
11	6/6 -6/28	16	Fairy Tales	(ENGLISH)	Poetry & Songs

Balanced literacy components conducted in Spanish and English daily.

Reading Workshop – Units of study to be conducted in Spanish throughout the school year (daily native language arts instructional period)

The language of instruction for the balanced literacy components will be the same as the language of instruction in writing workshop.

ESL daily instruction – September

- shared reading daily
- read aloud
- interactive writing
- shared writing

ESL - October & November

Leveled book baggies (English and Spanish for use in workshops accordingly)

English Reading Workshop conducted twice a week (20 minutes independent reading of leveled books in English).

Baggies in English should include leveled “just right” books, shared texts, emergent storybooks, high interest nonfiction books.

ESL – December & January

Provide strong shared reading component featuring high interest non fiction two times a week.

Increase Reading Workshop in English to three times a week (20 minutes independent reading of leveled books in English)

ESL – February & March

Continue to implement strong shared reading component

Increase Reading Workshop in English to four times a week (25 minutes independent reading of leveled books in English)

Balanced literacy components conducted in Spanish and English daily.

Reading Workshop – Units of study to be conducted in Spanish throughout the school year (daily native language arts instructional period)

The language of instruction for the balanced literacy components will be the same as the language of instruction in writing workshop.

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Increase Reading Workshop in English to three times a week (20 minutes independent reading of leveled books in English)

Additional Information

ESL – February & March

Continue to implement strong shared reading component

Increase Reading Workshop in English to four times a week (25 minutes independent reading of leveled books in English)

April through June

Increase Reading Workshop in English to five times a week (30 minutes independent reading of leveled books in English)

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony M. Inzerillo	Principal		12/15/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.9	83.6	85.9
				% more than 5 years teaching anywhere	51.4	49.3	65.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	88.0	87.2
American Indian or Alaska Native	0.7	0.2	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	96.8
Black or African American	0.8	1.0	1.2				
Hispanic or Latino	58.5	61.1	61.3				
Asian or Native Hawaiian/Other Pacific	27.9	30.6	30.8				
White	11.8	6.8	6.1				
Male	50.6	50.0	49.8				
Female	49.4	50.0	50.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 207	District 24	School Number 199	School Name Maurice A FitzGerald
Principal Anthony M. Inzerillo		Assistant Principal Irene Gerhards	
Coach Mary Dentrone		Coach Jennifer Vallerugo	
Teacher/Subject Area Elsa Suarez		Guidance Counselor Karina Medina	
Teacher/Subject Area		Parent Sonyia Mitha	
Teacher/Subject Area		Parent Coordinator Jenny Caamano	
Related Service Provider Amarilis Lantigua		Other Margaret Morrison, AP	
Network Leader Peggy Miller		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1042	Total Number of ELLs	484	ELLs as Share of Total Student Population (%)	46.45%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

P.S. 199Q follows the New York State LEP Identification Process which includes 4 steps: Screening during enrollment by administering the Home Language Survey which parents fill out in addition to the Informal Interview in the Native Language. If the Home language and/or Native language is other than English then we go on to Step 2, Initial Assessment by administering the LAB-R to those students whose Home Language is not English. If the student scores at the Proficient level, the student is not identified as an English Language Learner. If a student scores at the Beginning, Intermediate, or Advanced level then the student is identified as an English Language Learner. We then move to Step 3, Program Placement, placing students in the appropriate programs as per parental option, current programs, availability, and Annual Assessment by administering the NYSESLAT in the spring of the current school year. If a student scores at the Beginning, Intermediate, or Advanced level on the NYSESLAT then the students continues to be an ELL and receive ESL services. If a student scores at the Proficient level, the student is no longer identified as an ELL.

Mrs. Suarez, ESL/ Bilingual Coordinator, is a certified ESL Specialist and is responsible for the initial screening, and administering the HLS. Mrs. Suarez, also conducts the LAB-R assessments on an on-going basis.

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers. ESL schedules are developed according to CR-Part 154 regulations. Extended day (37.5 minutes) and after school programs are designed to meet the needs of English Language Learners. Student progress is evaluated through on-going teacher assessments and NYSESLAT test samplers. During the spring, all ELL students are administered the NYSESLAT test to determine the student's level of English proficiency and continued status as an ELL student.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Every school year, parents participate in an orientation meeting where they receive the necessary information for them to select an appropriate program for their children. A video is shown in the parents' native language (when available) to facilitate the understanding of the programs available to them. Parents have the option of maintaining their child in a bilingual program or selecting their child to receive ESL services in a monolingual classroom. The bilingual specialist facilitates the meeting and answers any questions parents may have. Parents have an opportunity to observe our bilingual program and a monolingual classroom that receives ESL support.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Parents are invited to attend Parent Orientation meetings that are scheduled and facilitated by Mrs. Elsa Suarez, Bilingual Specialist. Parents are sent letters in their native language. Parents are informed about their choice and we offer all available programs for English Language Learners.

Mrs. Suarez ensures that entitlement letters are distributed and that Parent Selection forms are returned by cross referencing against an official class list and an ELL list of students school wide. The Bilingual Specialist checks off the receipt of the Parent Survey Selection form.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

We inform parents about their choice and offer all available programs for English Language Learners. Parents then decide which

program they want for their child.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

After reviewing the Parent Survey and Program Selection forms, the trend in program choices indicates that parents of Spanish speaking students new to the country have been requesting a Spanish bilingual class placement for their child. Parents of students who attended universal Pre-K and/or were born in the United States, generally request a monolingual class placement with ESL support services.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Programs offered at P.S. 199Q are aligned with parent requests because P.S. 199 respects and values parental involvement in the decision-making process. This is evidenced by our continued provision of Spanish bilingual classes and a strong ESL program that meets the needs of English Language Learners in a Transitional Bilingual Program and Free Standing English as a Second Language Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Push-In	4	4	4	3	4	0	0	0	0	0	0	0	0	19
Total	5	6	4	4	4	0	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	484	Newcomers (ELLs receiving service 0-3 years)	389	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	41	0	0	0	0	0	0	0	0	41
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	389	0	28	53	0	8	0	0	0	442
Total	430	0	28	53	0	8	0	0	0	483

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish	24	17	0	0	0	0	0	0	0	0	0	0	0	41
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	24	17	0	41										

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																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	63	56	66	59	48	0	0	0	0	0	0	0	0	292
Chinese	5	6	1	2	3	0	0	0	0	0	0	0	0	17
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	11	12	7	6	11	0	0	0	0	0	0	0	0	47
Urdu	2	0	3	5	0	0	0	0	0	0	0	0	0	10
Arabic	3	2	1	1	2	0	0	0	0	0	0	0	0	9
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	84	76	78	73	64	0	375							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
- b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

ELL students receive ESL support via the push-in model or a self-contained ESL classroom with a dual licensed teacher. ESL push-in instruction is provided by six licensed ESL teachers who service 18 ESL classes in grades Kindergarten through fourth. Eligible ELL students in grades K-4 receive one or two periods (as per CR-Part 154) of English as a Second Language instruction as determined by their proficiency level . ESL teachers work collaboratively with the classroom teacher to maximize instruction for ELL students during Reader's and Writer's Workshops as well as other content areas such as science and math.

For the 2010-2011 school years the following classes were formed to address the needs of ELL students as well as address parental choice:

- Two transitional bilingual education classes from grades K-1.
- Two ESL Self contained Classes in grades 1 to 3
- Six ESL certified teachers that follow a push in model.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Six ESL teachers provide instruction, utilizing ESL approaches and methods based on NYS ESL Learning Standards and the New York State Common Core Standards. Classes are organized with a concentration of English Language learners at similar levels. Schedules are established to ensure ESL teachers push-into classes for a total of at least 360 minutes (beginner and intermediate level) or 180 minutes (advanced level) per week.

All ESL services are provided in a push in model during reading workshop, writing workshop, shared reading, word work, and/or read aloud.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs

after one year, specify your instructional plan for these ELLs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

SIFE students in grades 3 and 4 are mostly new arrivals or have not participated in an English Language School System for two or more years. P.S. 199 has zero SIFE students. In the past we have found that most of these students are not functioning on grade level in their native language. In the past SIFE students were in a bilingual program and received content area instruction in the native language at the students' instructional level. In the event we receive a SIFE student the bilingual specialist will provide additional academic support services (tutoring services and individualized instruction) to SIFE students in their native language in groups of up to four students in either a push-in or pull out model.

ESL lessons and instructional activities encompass curriculum areas and stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others. Teaching strategies will include TPR (Total Physical Response), language experience approach, and integrated language arts.

Since we are a K to 4 school, there are no students who have been in a NYC school for six or more years.

The needs of newly identified students with disabilities are addressed in the general education classroom through programs that provide academic instructional support or remediation, and instructional modifications. Programs follow a push-in co-teaching and/or pull-out models. Examples of the program models include AIS Reading, Mathematics, and extended day programs. Newly identified students with disabilities may also be considered for at-risk speech and language, and at-risk individualized or group counseling as deemed necessary. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Educational Plan.

When possible, the bilingual specialist provides additional academic support services (tutoring services and individualized instruction) to students who did not reach proficiency on the NYSESLAT. This support is provided within groups of up to four students in either a push-in or pull out model.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	

25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math, and other content areas include:

- AM Extended Day Program-This program targets ELLs reading and writing below grade appropriate benchmarks.
- Extended Day PM Program-This program targets ELLs in reading and math below grade appropriate benchmarks.
- Saturday Program- This program targets ELLs in reading, science and math below grade appropriate benchmarks.
- ESL teachers provide language support in the content area of science and social studies.
- AIS Teachers provide literacy support for ELLs via small group work in literacy and mathematics.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

To provide transitional support efforts are made to place transitional students in ESL designated classes. In addition, these students will continue to receive the benefits of the Extended Day AM and Extended Day PM programs upon teacher requests.

Students in grades 3 and 4 will continue to receive test accommodations as former ELLs.

7. What new programs or improvements will be considered for the upcoming school year?

More intense professional development will be provided for classroom teachers and ESL teachers in the area of language development and more effective teaching strategies (e.g. thinking maps, building tier 2 words, juicy sentences). In addition we will increase ESL services in the content area of science and social studies.

8. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs were discontinued.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

After school programs and Saturday programs include all students. In addition, the IRC after school programs is exclusively for ELLs.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Visual aides, SMARTBOARDS, charts, CDs, videos, use of document cameras, computer programs (power point) and digital transparencies are incorporated into the instructional day to reinforce student learning through different modalities: Visual and auditory, expressive language, speaking, reading and writing. These methods increase background knowledge, auditory perception, reading ability, decoding and comprehension.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native language is only supported in our bilingual Spanish program. P.S. 199Q has one bilingual Kindergarten class and one bilingual Grade 1 class. The Bilingual language allocation policy supports students in their native language in reading workshop throughout the school year. In addition, students receive support in writing in their native language 70% of the school year in Kindergarten and 60% of the time in Grade 1.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Support services and resources correspond to ELLs' ages and grade levels as evidenced by the explanation of programs and services mentioned above.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Tutorial services and individualized instruction are offered to newly arrived students in groups of up to four students in either a push-in or pull out model (pending funding). Newly enrolled ELL students are entitled to attend the Summer Success Program before the beginning of the school year (pending funding). Community Based Organizations (Sunnyside and IRC) offer programs, recreational activities and educational trips for newly enrolled ELL students.

14. What language electives are offered to ELLs?

P.S. 199Q does not offer language electives to students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

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

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development opportunities will be offered through faculty conferences, grade conferences, school-based and regional professional development sessions, etc. Ongoing professional development opportunities will include workshops on ESL methodologies and strategies to support English language learners; evaluation of student performance data; use of performance data to drive instruction, classroom management for new teachers, etc.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

In order to get parents involved with PS199 as well as with their children's individual educational experience the parent coordinator has set up various informational and interactive workshops based on the needs and requests of the parents.

Various interactive workshops have been scheduled such as: Family Craft Night, Family Math Night and Family Nutrition Night. These workshops enhances communication with parents and children and actively involves parents in our school community.

The Bilingual Specialist and Parent Coordinator teach an adult ESL class for parents to strengthen their English skills.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The following CBOs and organizations have provided and are still providing services to the P.S. 199Q community: Western Queens, Citibank, Elmhurst Hospital, Health Plus, Time Warner Cable, La Guardia Community College, Sunnyside Community Services, and The Boy's and Girl's Scouts.

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

The Bilingual Specialist and Parent Coordinator have fostered a relationship with a majority of the parents of PS199 and parents are comfortable expressing their needs and wants to staff. In addition, there is always a question and answer period after parent workshops, Adult ESL classes and PTA meetings which provides an opportunity for parents to express their needs and wants.

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

Parent workshops focus on how parents can assist their children in school in all subject areas such as math, reading, writing, computer studies, science and social studies. In addition, many workshops focus on children's physical, emotional and social well being such as nutrition,

healthcare services, hygiene and discipline.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	22	12	2	2	2	0	0	0	0	0	0	0	0	40
Intermediate(I)	18	32	37	22	22	0	0	0	0	0	0	0	0	131
Advanced (A)	65	43	39	48	35	0	0	0	0	0	0	0	0	230
Total	105	87	78	72	59	0	0	0	0	0	0	0	0	401

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	1	0	0	2	0	0	0	0	0	0	0	0
	I	35	12	2	5	1	0	0	0	0	0	0	0	0
	A	45	59	30	40	24	0	0	0	0	0	0	0	0
	P	32	43	55	44	59	0	0	0	0	0	0	0	0
READING/ WRITING	B	22	11	2	2	3	0	0	0	0	0	0	0	0
	I	59	31	37	22	22	0	0	0	0	0	0	0	0
	A	16	30	39	43	32	0	0	0	0	0	0	0	0
	P	17	43	9	22	29	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	35	15	5	80
4	18	45	15	0	78
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	0	30	0	31	0	9	0	87
4	14	0	41	0	25	0	6	0	86
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	24	0	20	0	3	0	58
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	20	0	10	0	108	0	31	0	169
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Assessment tools used to assess early literacy skills of ELLs include ECLAS Variation, TCRWP, ELA Aquity (Grades 3 and 4 only).

The data shows our ELLs are not meeting benchmarks in writing as evidenced by the TCRWP Writing Narrative Continuum.

- Collaborated with the International Rescue Committee (“IRC”) to create an After School Program targeting newly arrived Tibet students.
- Sunnyside After School Program has enhanced their Parent ESL/Literacy component to provide English language support to parents of ELLs.
- Teachers will receive additional Professional Development in writing. Coaches, Network and Teachers College Staff Developers will focus their support on enhancing writing for ELLs.
- Inquiry Teams will focus on non-narrative writing and utilizing the New York State Common Core State Standards as our planning guide for effective instruction.
- Network Staff Developer will focus their support on increasing academic language in the content area of science and social studies.

The TCRWP Writing Narrative Continuum shows that about 33.5 % of Kindergarten ELL students are not meeting benchmark levels or their grade, about 41% of Grade 1 ELL students are not meeting benchmark levels on their grade, about 39% of Grade 2 ELL students are not meeting benchmark levels on their grade, about 39% of Grade 3 ELL students are not meeting benchmark levels on their grade and about 36% of Grade 4 ELL students are not meeting benchmark levels or their grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns on the NYSESLAT show that 18% of the students in grade K to 4 scored Proficient, 37% of the students scored Advanced, 37% of the students scored Intermediate and 8% of the students scored Beginner. Results reveal a need to decrease the percentage of students scoring in the Intermediate level and increase the percentage of students scoring at the Advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

The data shows our ELLs are not meeting benchmarks in writing as evidenced by the TCRWP Writing Narrative Continuum.

This information has informed our school’s instructional plan as follows:

- Include additional pre-writing strategies in writing workshop such as thinking maps, visualization structures, and writing inventories.
- Focus AM Extended Day Program on writing strategies.
- Provide Extended Day After School Program for ELLs in Grades 1 to 4, with a strong focus on non-narrative writing.
- Provide Saturday Morning Program for ELLs in Grades 3 and 4, with a strong focus on non-narrative writing in science.
- Inquiry Teams will focus on non-narrative writing and utilizing the New York State Common Core State Standards as our planning guide for effective instruction.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

The data patterns on the NYSESLAT show that 18% of the students in grade K to 4 scored Proficient, 37% of the students scored Advanced, 37% of the students scored Intermediate and 8% of the students scored Beginner. Results reveal a need to decrease the percentage of students scoring in the Intermediate level and increase the percentage of students scoring at the Advanced level.

The NY State Math Test (Grades 3 and 4) and the NYS Science Test (Grade 4) are administered in the language of instruction (English). Alternate language, if available by DOE, may be opted by teachers.

37.7% of the ELL population made exemplary proficiency gains in ELA and 34.2% made exemplary gains in math.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

P.S. 199Q does not utilize the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

P.S. 199Q does not utilize the ELL Periodic Assessments.

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

We rely on the NYSESLAT results to evaluate the success of our programs for ELLs. NYSESLAT scores provide us with information across all grades and across modalities (reading, writing, listening and speaking). NYSESLAT scores guide us in the development of professional development and the development of support programs for ELLs.

Additional Information

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

P.S. 199Q is a K to 4 elementary school serving the communities of Woodside, Sunnyside, and Long Island City. The school is housed in a three-story building, two transportable classroom units (4 classrooms), two annexes – St. Teresa that is eight blocks away (5 kindergarten classrooms) and St. Raphael that is three blocks away (4 first grade classrooms).

There are a total of 46 classes: 9 fourth grade classes (nine monolingual classes); 9 third grade classes (9 monolingual classes); nine second grade classes (nine monolingual classes); 9 first grade classes (8 monolingual classes and one bilingual class); and ten kindergarten classes (nine monolingual classes and one bilingual classes). The average class size in kindergarten is 23 students. The average class size in grade one is 23 students. The average class size in grade two is 25 students. The average class size in grade three is 24 students and the average class size in grade four is 21 students.

P.S. 199Q currently has 1045 students on register. The student population is composed of students speaking 32 languages. There are over 900 students who speak a language other than English. The most prominent language spoken at home are Spanish.

Kindergarten Writing Curriculum Calendar 2010/2011

Unit	Month/Dates	Days	Unit	Publication	
1	9/8 – 10/1	16	Launching with Small Moments	(SPANISH)	Small Moment
2	10/4 – 10/29	19	Approximating Small Moments	(SPANISH)	Small Moment
3	11/1 – 11/24	16	Observing, Labeling and Listing Like a Scientist: Leaf Study		
(SPANISH)	Pattern Book				
4	11/29 – 12/23	19	Raising the Quality of Small Moment Writing (ENGLISH)		
Small Moment					
5	1/4 – 1/29	19	Writing for Readers	(ENGLISH)	Small Moment
6	2/1 – 2/18	14	All-About Writing	(SPANISH)	All About
7	2/28 -3/25	20	All-About	(ENGLISH)	All About
8	3/28 - 4/15	15	Science	(ENGLISH)	Non-Narrative
9	5/3 - 5/28	23	Realistic Fiction/Fantasy(ENGLISH)	Realistic Fiction/Fantasy	
10	6/1 – 6/28	19	Writing for Many Purposes/ Poetry and Songs		
(ENGLISH)	Poems & songs				

Additional Information

Grade 1 Writing Curriculum Calendar 2010/2011

Unit	Month/Dates	Days	Unit	Publication	
1	9/13 – 10/1	15	Launching with Small Moments	(SPANISH)	Small Moment
2	10/4 – 10/22	14	Writing for Readers	(ENGLISH)	Small Moment
3	10/26 – 11/24	20	How To	(SPANISH)	How To
4	11/29 – 12/23	19	How To	(ENGLISH)	How To
5	1/3 – 1/21	19	Realistic Fiction	(SPANISH)	Realistic Fiction
6	1/24 – 2/18	19	Realistic Fiction (ENGLISH) (Using Author as Mentor)		Realistic Fiction
7	3/1 – 3/18	14	All-About Books	(ENGLISH)	All- About
8	3/21 – 4/15	20	Independent Writing Projects	(ENGLISH)	Narrative
9	4/28 -5/20	17	Expert Projects: Writing to Learn and Teach About Science		
	(ENGLISH) Non-Narrative				
10	5/23 – 6/3	9	Designing Your Own Unit: Poetry: Powerful Thoughts in Tiny Packages		
11	6/6 -6/28	16	Fairy Tales	(ENGLISH)	Poetry & Songs

Balanced literacy components conducted in Spanish and English daily.

Reading Workshop – Units of study to be conducted in Spanish throughout the school year (daily native language arts instructional period)

The language of instruction for the balanced literacy components will be the same as the language of instruction in writing workshop.

ESL daily instruction – September

- shared reading daily
- read aloud
- interactive writing
- shared writing

ESL - October & November

Leveled book baggies (English and Spanish for use in workshops accordingly)

English Reading Workshop conducted twice a week (20 minutes independent reading of leveled books in English).

Baggies in English should include leveled “just right” books, shared texts, emergent storybooks, high interest nonfiction books.

ESL – December & January

Provide strong shared reading component featuring high interest non fiction two times a week.

Increase Reading Workshop in English to three times a week (20 minutes independent reading of leveled books in English)

ESL – February & March

Additional Information

Continue to implement strong shared reading component

Increase Reading Workshop in English to four times a week (25 minutes independent reading of leveled books in English)

Balanced literacy components conducted in Spanish and English daily.

Reading Workshop – Units of study to be conducted in Spanish throughout the school year (daily native language arts instructional period)

The language of instruction for the balanced literacy components will be the same as the language of instruction in writing workshop.

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Provide strong shared reading component featuring high interest non fiction two times a week.

Increase Reading Workshop in English to three times a week (20 minutes independent reading of leveled books in English)

ESL – February & March

Continue to implement strong shared reading component

Increase Reading Workshop in English to four times a week (25 minutes independent reading of leveled books in English)

April through June

Increase Reading Workshop in English to five times a week (30 minutes independent reading of leveled books in English)

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/15/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		