



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MAURICE A. FITZGERALD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q199

PRINCIPAL: ANTHONY M. INZERILLO **EMAIL:** AINZERI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anthony M. Inzerillo	*Principal	
Jennifer Westcott Krista Guidice	*UFT Chapter Leaders or Designee	
Sanyia Mitha	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Hetal Amin	Parent/ Parents	
Bernice Armenjo	CBO Representative	
Milly Choudhury	Parent/ Parents	
Irene Gerhards	Assistant Principal/Staff Members	
Jon Guerrero	Teacher/ Staff Members	
Betty Montas	Parent/ Parents	
Patrick Murphy	Teacher/ Staff Members	
Claudette Oliveras	Teacher/ Staff Members	
Eduviges Ore	Parent/ Parents	

Nitza Reynaud	Parent/ Parents	
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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal

By June 2012, students including Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring at Level 3 and 4 on the NYS English Language Arts Assessment.

Comprehensive Needs Assessment

After examining student performance on the Common Core English Language Arts task, it was determined that students need to develop Informational-Text reading skills and Expository writing skills needed to perform to satisfaction on similar ELA tasks.

Instructional Strategies/Activities

Activity #1

- Professional Development: PD will be given on the following: Common Core Standards in ELA, The Danielson Framework
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams servicing students in grades K-4 including Limited English Proficient Students and Students with Disabilities
- Responsible Staff Members: Principal, Assistant Principals, English Language Arts Coaches, Staff Developers (internal and external), and teacher leaders
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Collaborative Inquiry: Collaborative Inquiry teams will be formed to review student performance on a given ELA task (pre assessment). Teachers will carefully and thoughtfully review task performance rubrics. Teachers will examine student performance to determine current student thinking and desired student thinking. Gaps in student understanding will be identified. Teachers will meet to plan lessons that address the surfacing gaps. Teachers will videotape themselves during a 20-25 minute lesson. Teachers will view their videotaped lesson and reflect on their instructional practices. Teachers will refer to student work and the Danielson Framework to determine personal goals for increasing teaching effectiveness.
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams working with students in grades

K-4.

- Responsible Staff Member: Principal, Assistant Principal of Math, ELA Coaches, Staff Developers (internal and external) and teacher leaders
- Implementation Timeline: September through December 2011 (Phase 1)

Steps for including teachers in the decision-making process

- Teachers will meet twice weekly in grade level teams to review student data and student work
- Staff determined that all students will improve performance on the post task performance as compared to the pre assessment.

Strategies to increase parental involvement

- Parent Coordinator will plan and organize parent workshops with the expertise of staff members:
 - a. the timeline for changes in NYS ELA assessment
 - b. the impact of changes in the NYS ELA assessment on ELA instruction
- Staff members will share the information and respond to parent questions and inquiries at the regularly scheduled PTA meetings
- Parents will continue to be trained on how to use ARIS Parent Link
- Parents to view a sample task, rubric and sample student work to understand student expectations

Strategies for attracting highly qualified teachers (HQT)

- Mentors are assigned to support new teachers
- The pupil personnel secretary will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines
- Coaches are assigned to support new and/or teachers in need of curriculum support
- 100% of P.S.199Q staff is Highly Qualified

Service and program coordination

- Sunnyside After School Program (CBO) continues to focus on improving academic performance of participating students
- IRC After School Program continues to focus on improving academic performance and social-emotional status of Tibetan immigrants
- Tuesday and Thursday Literacy programs will continue to focus on improving academic performance

Budget and resource alignment

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011- June 2012 as indicated below:

- The Extended Day Literacy/Math program will focus on solving task-like Informational-Text reading skills and Expository writing skills
- The Saturday Program will focus inquiry based instruction in science and literacy
- Supervisor per session for extended day programs
- Professional instructional materials to support curriculum development during the regular day
- Consumable instructional materials for use during extended day programs
- Teacher per session for extended day school programs

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal

By June 2012, students in Grades K, 1 and 2 (including Limited English Proficient Students and Students with Disabilities) will demonstrate improvement in writing informational texts as measured by a 20% increase in students scoring higher on the Post Assessment Task as compared to the Pre Assessment Task.

Comprehensive Needs Assessment

After examining student performance in writing, it was determined that students need to develop Informational-Text reading skills and Expository writing skills needed to perform to satisfaction on similar ELA tasks.

Instructional Strategies/Activities

Activity #1

- Professional Development: PD will be given on the following: Common Core Standards in ELA and ELA Performance Task
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams servicing students in grades K-2 including Limited English Proficient Students and Students with Disabilities
- Responsible Staff Members: Principal, Assistant Principals, English Language Arts Coach, Staff Developers (internal and external), and teacher leaders
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Collaborative Inquiry: Collaborative Inquiry teams will be formed to review student performance on a given ELA task (pre assessment). Teachers will carefully and thoughtfully review task performance rubrics. Teachers will examine student performance to determine current student thinking and desired student thinking. Gaps in student understanding will be identified. Teachers will meet to plan lessons that address the surfacing gaps. Teachers will videotape themselves during a 20-25 minute lesson. Teachers will view their videotaped lesson and reflect on their instructional practices. Teachers will refer to student work and the Danielson Framework to determine personal goals for increasing teaching effectiveness.
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams working with students in grades K-2.
- Responsible Staff Member: Principal, Assistant Principals, ELA Coach, Staff Developers (internal and external) and teacher leaders
- Implementation Timeline: September through December 2011 (Phase 1)

Steps for including teachers in the decision-making process

- K to 2 teachers will meet twice weekly in grade level teams to review student data and student work
- Staff determined that students will improve performance on the post task performance as compared to the pre assessment.

Strategies to increase parental involvement

- Parent Coordinator will plan and organize parent workshops with the expertise of staff members:
 - c. the timeline for changes in NYS ELA assessment
 - d. the impact of changes in the NYS ELA assessment on ELA instruction
 - e. explain Grades K, 1 and 2 Performance Tasks.
- Staff members will share the information and respond to parent questions and inquiries at the regularly scheduled PTA and SLT meetings
- Parents will continue to be trained on how to use ARIS Parent Link
- Parents to view a sample task, rubric and sample student work to understand student expectations

Strategies for attracting highly qualified teachers (HQT)

- Mentors are assigned to support new teachers
- The pupil personnel secretary will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines
- Coaches are assigned to support new and/or teachers in need of curriculum support
- 100% of P.S.199Q staff is Highly Qualified

Service and program coordination

- Sunnyside After School Program (CBO) continues to focus on improving academic performance of participating students
- IRC After School Program continues to focus on improving academic performance and social-emotional status of Tibetan immigrants
- Tuesday and Thursday Literacy programs will continue to focus on improving academic performance

Budget and resource alignment

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011- June 2012 as indicated below:

- The Extended Day Literacy/Math program will focus on solving task-like Informational-Text reading skills and Expository writing skills
- Supervisor per session for extended day programs
- Professional instructional materials to support curriculum development during the regular day
- Consumable instructional materials for use during extended day programs
- Teacher per session for extended day school programs

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal

By June 2012, students including Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring at Level 3 and 4 on the NYS Math assessment.

Comprehensive Needs Assessment

After examining student performance on the common core math task, it was determined that all students needed to develop the rigorous thinking and reasoning needed to perform satisfactorily on similar math tasks.

Instructional Strategies/Activities

Activity #1

- Professional Development: PD will be given on the following: discriminating between closed and open questions,

constructing open questions in math instruction, math big ideas, Common Core Standards in Math, Eight Standards for Mathematical Practice, Daniel Framework

- Target Population: Teachers servicing students in grades K-4 including Limited English Proficient Students and Students with Disabilities
- Responsible Staff Members: Principal, Assistant Principals, Math Coach, Staff Developers (internal and external)
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Collaborative Inquiry: Collaborative Inquiry teams will be formed to review student performance on a given math task (pre assessment). Teachers will carefully and thoughtfully review task performance rubrics. Teachers will examine student performance to determine current student thinking and desired student thinking. Gaps in student understanding will be identified. Teachers will meet to plan lessons that address the surfacing gaps. Teachers will videotape themselves during a 20-25 minute lesson. Teachers will view their videotaped lesson and reflect on their instructional practices. Teachers will refer to student work and the Danielson Framework to determine personal goals for increasing teaching effectiveness.
- Target Population: Teams of Teachers working with students in grades K-4.
- Responsible Staff Member: Principal, Assistant Principal of Math, Math Coach, Staff Developers from the Network
- Implementation Timeline: September through December 2011 (Phase 1)

Steps for including teachers in the decision-making process

- Teachers will meet weekly in grade level teams to review student data and student work
- Staff determined that all students will improve performance on the post task performance as compared to the pre assessment.

Strategies to increase parental involvement

- Parent Coordinator will plan and organize parent workshops with the expertise of staff members:
 - f. the timeline for changes in NYS math assessment
 - g. the impact of changes in the NYS math assessment on math instruction
- Staff members will share the information and respond to parent questions and inquiries at the regularly scheduled PTA meetings
- Parents will continue to be trained on how to use ARIS Parent Link
- Parents to view a sample task, rubric and sample student work to understand student expectations

Strategies for attracting highly qualified teachers (HQT)

- Mentors are assigned to support new teachers
- The pupil personnel secretary will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines
- Coaches are assigned to support new and/or teachers in need of curriculum support

Service and program coordination

- Sunnyside After School Program (CBO) continues to focus on improving academic performance of participating students
- IRC After School Program continues to focus on improving academic performance and social-emotional status of Tibetan immigrants

Budget and resource alignment*Funding Sources:*

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011- June 2012 as indicated below:

- The Extended Day Literacy/Math program will focus on solving task-like, open questions in mathematics
- The Saturday Program will focus inquiry based instruction in science and mathematics
- Supervisor per session for extended day programs
- Professional instructional materials to support curriculum development during the regular day
- Consumable instructional materials for use during extended day programs
- Teacher per session for extended day school programs

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	104	98	N/A	N/A	1	0	1	30
1	142	114	N/A	N/A	5	0	1	35
2	117	95	N/A	N/A	8	0	1	57
3	118	119	N/A	N/A	8	0	2	40
4	118	131	10	5	9	0	2	21
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</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 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>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.</p> <p>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</p>

	<p>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> <p>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> <p>P.S. 199Q supports an AM Program Tuesday 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>
<p>Mathematics</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 teacher provides 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</p>

	<p>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 Tuesday 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>
Science	<p>P.S. 199Q supports an AM Program Tuesday 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>P.S. 199Q supports an AM Program Tuesday 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.</p>
At-risk Services provided by the Guidance Counselor	<p>The 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, and crisis intervention.</p> <p>Project Friend provides small group and individual counseling to students based on individual needs.</p>
At-risk Services provided by the School Psychologist	<p>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. Counseling services include one to one sessions and group sessions focusing on behavior management, academic support, conflict resolution, and crisis intervention.</p>

At-risk Services provided by the Social Worker	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. 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	The School Nurse provides counseling to students based on individual health needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Maurice A. FitzGerald Elementary School
P.S. 199Q
39-20 48th Avenue
L.I.C., N.Y. 11104
Telephone: (718) 784-3431 Fax: (718)786-1375

Anthony M. Inzerillo, Principal

Irene Gerhards, Assistant Principal

Margaret Morrison, Assistant

Principal

“A Place Where Excellence in Education and Values Go Hand in Hand”

P.S. 199Q 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 2011-2012.

School Responsibilities

P.S. 199Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences in November 2011 and March 2012.
3. Provide parents with frequent reports on their children’s progress. Students in Grades 1 to 4 will receive a report card three times per year and Kindergarten students will receive a report card two times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities during Open School Week in November 2011 and March 2012.
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 Schoolwide 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 programs. P.S. 199Q will convene the meeting at after school hours and will offer a flexible number of additional parental involvement meetings so that as many parents as possible are able to attend.

9. Provide information to parents, 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 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 least math and literacy.
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

We, as parents, will support our children's learning in the following ways:

1. Ensure our children come to school everyday, on time and prepared to learn.
2. Making sure that homework is completed.
3. Monitoring amount of television our children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the School Leadership Team or other school advisory or policy groups.
9. Reinforcing at home P.S. 199Q Reaching Out Values.

Student Responsibilities:

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

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. Practice P.S. 199Q's Reaching Out Values.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
SEPTEMBER 8, 2011		
DATE	DATE	DATE

Maurice A. FitzGerald School
E. P. 199Q
39-20 48th Avenue
Long Island City, NY 11104
Telefono: (718) 784-3431 Fax: (718) 786-1375

Anthony M. Inzerillo, Director
Irene Gerhards, Sub-Directora Margaret Morrison, Sub- Directora

“Un lugar donde la excelencia académica y los valores van de las manos”

E.P. 199Q Contrato entre la Escuela y los Padres

La E.P. 199Q y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A del Acto de Enseñanza Primaria y Secundaria, están de acuerdo en que este contrato delinearé la forma en que los padres, el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico y la manera en que la escuela y los padres edificarán y desarrollarán una asociación que ayude a los niños a alcanzar el alto nivel académico que requiere el Estado. Este contrato entre la escuela y los padres estará en efecto durante el año escolar 2011-2012.

Responsabilidades de la escuela

La E.P. 199Q va a:

1. Proporcionar un currículo de alta calidad de instrucción con apoyo eficaz en un ambiente de aprendizaje que les permitirá a los estudiantes cumplir con los niveles académicos que requiere el Estado.
2. Llevar a cabo conferencias entre padres y maestros en noviembre 2011 y en marzo 2012.
3. Brindarles a los padres frecuentes informes sobre el progreso de los niños. Los estudiantes en los grados 1-4 recibirán una tarjeta de calificaciones tres veces al año y los estudiantes de kindergarten recibirán una tarjeta de calificaciones dos veces al año.

4. Brindarles a los padres acceso razonable al personal. El personal estará disponible para consultas con los padres obteniendo una cita previa.
5. Brindarles a los padres la oportunidad de servir como voluntarios y participar en la clase de sus hijos, y observar las actividades de clase durante la semana abierta en noviembre 2011 y marzo 2012.
6. Involucrar a los padres en la planificación, revisión, y en el desarrollo de programas con la intención de mejorar la participación de los padres, en una manera organizada, continuada y oportuna.
7. Involucrar a los padres en el desarrollo de programas para la escuela, en una manera organizada, continua y a tiempo.
8. Ofrecer una reunión anual para informarles a los padres sobre la participación en el programa de Título I. La E.P. 199Q convocará la reunión después del horario escolar y ofrecerá otras reuniones para que los padres tengan la oportunidad de participar.
9. Proporcionar información a los padres en el idioma que puedan entender, siempre que sea posible.
10. Proporcionarles a los padres de los niños participantes información de manera oportuna acerca de los programas de Título I que incluye una descripción y explicación del plan de estudio de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños, y el nivel de dominio que se espera de los estudiantes.
11. A petición de los padres, la escuela les ofrecerá la oportunidad de tener reuniones donde puedan hacer sugerencias y participar de decisiones sobre la educación de sus hijos. La escuela va a responder a esas sugerencias tan pronto como sea posible.
12. Proporcionar a los padres un reporte sobre el rendimiento de sus hijos en los exámenes del Estado, en lectura y en matemáticas.
13. Proporcionar a los padres notificación cuando por cuatro semanas consecutivas o más, un maestro que no es altamente calificado, según la sección 200.56 del Título I, ha enseñado a sus hijos.

Responsabilidad de los padres

Nosotros como padres apoyaremos a nuestros hijos en el aprendizaje de la siguiente manera:

1. Vamos a asegurarnos de que nuestros hijos lleguen a la escuela todos los días a la hora señalada y dispuestos a aprender.
2. Vamos a asegurarnos de que la tarea esté completa.
3. Vamos a estar pendientes de que los niños no vean mucha televisión.
4. Vamos a ser voluntarios en las clases de nuestros hijos.
5. Vamos a participar, cuando sea apropiado, en las decisiones sobre la educación de nuestros hijos.
6. Vamos a promover el uso positivo de actividades extracurriculares de nuestros hijos.

7. Vamos a mantenernos informados acerca de la educación de nuestros hijos y vamos a leer todas las notas que la escuela mande con nuestros hijos, o por correo, y vamos a responder como corresponda.
8. Vamos a hacer lo posible por participar en grupos de asesoramiento sobre políticas, tales como en el comité de Título I, en el Consejo de Asesoramiento para la política escolar a nivel del Distrito, y en el equipo de liderazgo de la escuela u otros grupos de asesoramiento.
9. Vamos a reforzar en casa los valores de comportamiento que la E.P. 199Q enseña.

Responsabilidades de los estudiantes

Nosotros como estudiantes compartiremos la responsabilidad de mejorar nuestro rendimiento académico para alcanzar el nivel académico que el Estado requiere. En concreto, prometemos:

1. Hacer la tarea todos los días y pedir ayuda cuando lo necesitemos.
2. Leer por lo menos 30 minutos todos los días fuera del horario escolar.
3. Darles a nuestros padres o adultos que son responsables de nuestro bienestar, todas las notificaciones e información que recibimos en la escuela todas los días.
4. Practicar los valores que la E.P. 199Q enseña.

Firmas:

Escuela	Padre(s)	Estudiante
8 de septiembre, 2011		
Fecha	Fecha	Fecha

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/ Peggy Miller	District 24	Borough Queens	School Number 199
School Name Maurice A. FitzGerald School			

B. Language Allocation Policy Team Composition [?](#)

Principal Anthony M. Inzerillo	Assistant Principal Mrs. Gerhards & Ms. Morrison
Coach Mary Dentrone	Coach Jennifer Vallerugo
ESL Teacher Gema McLoughlin	Guidance Counselor Alison Colchamiro
Teacher/Subject Area Amarilus Lantigua	Parent Sanyia Mitha
Teacher/Subject Area Haydee Ciampo	Parent Coordinator Jenny Caamano
Related Service Provider Gale Majowka	Other Claudette Oliveras
Network Leader Peggy Miller	Other Nicole Seidler

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	1021	Total Number of ELLs	450	ELLs as share of total student population (%)	44.07%
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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).

First at registration, an individual interviews the parents, the Home Language Identification Survey is filled out, in order to identify the home language, and to determine if the students who are enrolling are candidates for English language testing. Step 2, the parents view the video, in their native language (when available) and they ask questions which the ESL Specialist clarifies. The parents choose the program they would like for their children, if after tested, their LAB-R scores determine the children need services. Step 3, The students are administered the LAB-R, (and the LAB Spanish test, when applicable). Step 4, the students are placed according to their scores (entitled), B level, I level, A level, or perhaps in classes with no ESL / Bilingual services because the children's scores identify the students as not entitled. The parents receive an Entitlement Letter explaining the entitlement or non-entitlement of their children, the program given, and the class designation. If parents do not choose an ELL program, the ESL Coordinator will contact the parents. If parents still do not choose a program, the default program is bilingual education.

Translation is provided (Translation Unit, staff members, etc.) to parents who speak a language other than English. The ESL Coordinator speaks Spanish and translates for Spanish speaking parents.

ESL Coordinator, is a certified ESL Specialist and is responsible for the initial screening, and administering the HLIS. The HLIS is completed with the assistance of the ESL Coordinator. When the ESL Coordinator is unavailable, a licensed ESL teacher assists parents. The ESL Coordinator 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.

The ESL Coordinator and the assistant principal identify all students that are required to take the NYSESLAT exam utilizing ATS report RLER (The NYSESLAT Eligibility Roster). The testing coordinator schedules and ensures all four components (reading, writing, listening and speaking) are administered according to the guidelines outlined by the NYC DOE and New York State Education Department.

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 in September, or when parents register their child, 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 Spanish program if available or selecting their child to receive ESL services in a monolingual classroom. The ESL Coordinator 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 the ESL Coordinator. Parents are sent letters in their native language. Parents are informed about their choice and P.S. 199Q offers all available programs for English Language Learners.

At the time of registration on an individual basis, parents are informed that his/her child has been identified as an ELL and must be tested. The parent views the video and chooses a program in the event the child requires ESL services.

ESL Coordinator ensures that the Home Language Identification Survey and Program selection form are signed by the parents.

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. Parents are sent an entitlement letter indicating the placement of their child. After students have been placed, parents are notified via letter the placement of the child. After the NYSESLAT test scores some parents will receive a letter that states they are no longer eligible for ESL because they scored proficient.

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. In addition, the data reveals that most parents do not want a bilingual class placement in grades 1, 2, 3 or 4. Approximately 5% (22 parents) of the parents request a bilingual placement, the other 95% (428 parents) request ESL 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

Page 30

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	25													25
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		2			1									3
Push-In														0
Total	25	2	0	0	1	0	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	394	Newcomers (ELLs receiving service 0-3 years)	390	Special Education	22
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	25	0	0	0	0	0	0	0	0	25
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	390	1	22	2	0	2	0	0	0	392
Total	415	1	22	2	0	2	0	0	0	417

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	25													25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	0	25											

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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			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	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									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: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	81	55	48	39	30									253
Chinese	8	2	1	1	2									14
Russian	0	0	1	0	0									1
Bengali	20	10	7	9	4									50
Urdu	2	1	0	3	2									8
Arabic	2	3	1	1	0									7
Haitian	0	0	0	0	0									0
French	0	0	0	0	0									0
Korean	0	1	0	0	0									1
Punjabi	3	0	1	0	0									4
Polish	0	0	0	0	0									0
Albanian	0	1	1	0	0									2
Other	12	12	11	13	5									53
TOTAL	128	85	71	66	43	0	393							

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 co-teaching model or a self-contained ESL classroom with a dual licensed teacher. ESL co-teaching 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 daily 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 and cluster 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.

Two self contained ESL classes (Grades 1 and 4) provide ESL services to students.

For the 2011-2012 school years the following classes were formed to address the needs of ELL students as well as address parental choice:

- One transitional bilingual education class in Kindergarten.
- Two ESL Self contained Classes in grades 1 and 4
- Six ESL certified teachers that follow a push in co teaching 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 co-teaching model during reading workshop, writing workshop, shared reading, word work, read aloud, science, social studies and/or technology. Beginner and Intermediate level students receive 360 minutes of ESL instruction and Advanced students receive 180 minutes of instruction.

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.

In the various content areas the ESL and Bilingual teacher(s) makes use of real and varied instructional approaches to enrich language development. Manipulatives are used on a regular basis. Total Physical Response is emphasized in the lower grades. The use of

A. Programming and Scheduling Information

technology, audiovisual equipment, and hands-on learning is encouraged. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ESL and Bilingual classroom (listening, speaking, reading, and writing). The ESL teachers are co-teaching with the content area cluster teachers to better align instruction. The content areas are taught in the ESL and Bilingual classroom with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of fiction and nonfiction texts

ESL and pull groups of students depends on mandated student needs. TPR visuals, modeling answers, manipulatives, utilizing language, utilizing prompts/models, Thinking Maps, are some of the supports utilized. Vocabulary experience using lexile arrays, deconstruct/reconstruct "juicy" complex sentences, word play, introduction of Tier 2 and Tier 3 words via read aloud, oral repetition in shared reading.

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 ESL Coordinator 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.

Courses Taught in Languages Other than English ⓘ

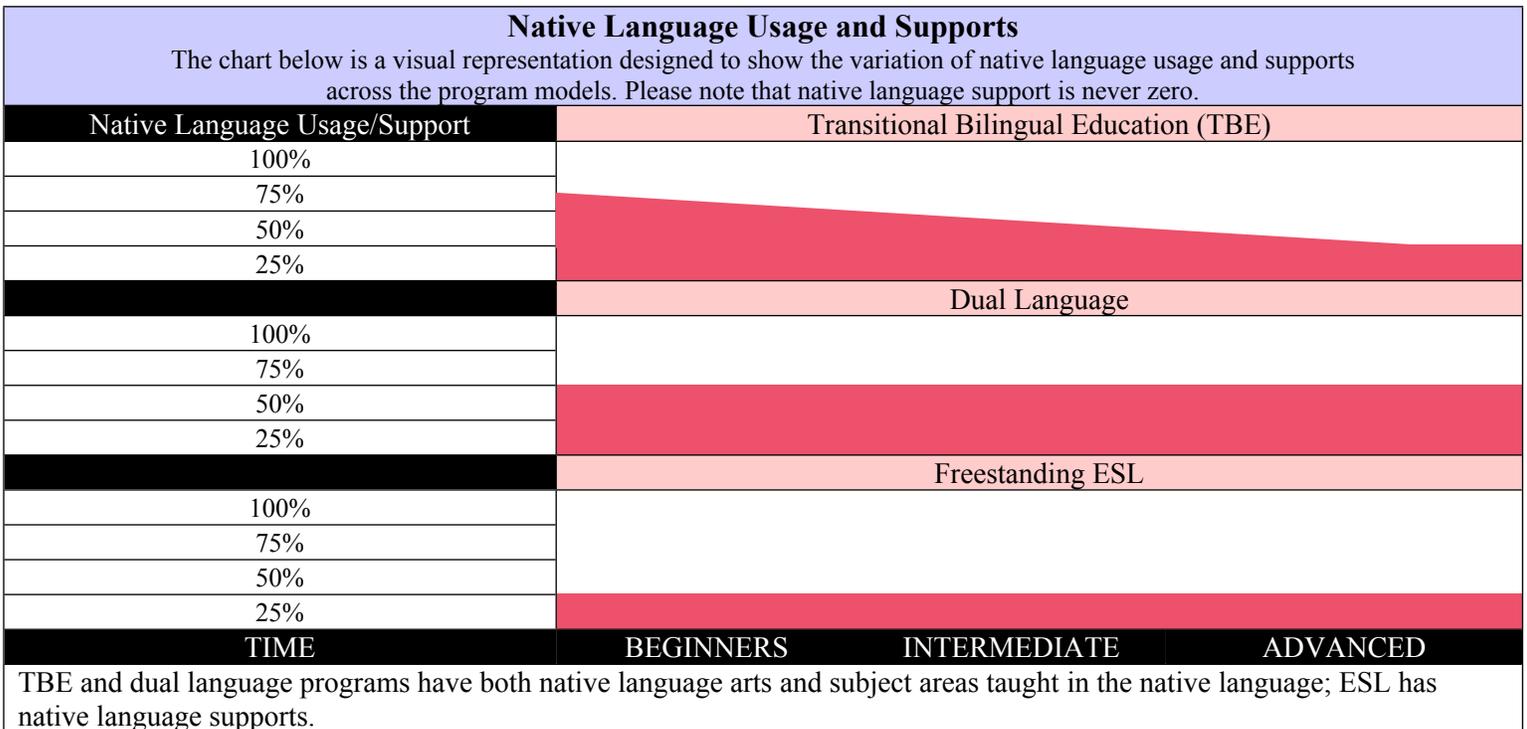
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

8. 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.

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

B. Programming and Scheduling Information--Continued

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

8. 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, social studies, math and technology.
- AIS Teachers provide literacy support for ELLs via small group work in literacy and mathematics.

9. 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. Former ELLs receive the following accommodation: extended time, time and a half, directions read and the passages read (when applicable).

10. 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" complex sentences). In addition we will increase ESL services in the content area of science, social studies, math and technology.

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

No programs or services for ELLs were discontinued.

12. 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 (ELLS, special education, general education, etc.) in our school. In addition, the IRC after school programs is exclusively for ELLs. Written notification is provided for all school programs and the parent notices are provided in various languages.

13. 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.

14. 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. The Bilingual language allocation policy supports students in their native language in reading workshop throughout the school year. In addition, students

B. Programming and Scheduling Information--Continued

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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. Former ELLs receive the following accommodation: extended time, time and a half, directions read and the passages read (when applicable).

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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 enhance communication with parents and children and actively involve parents in our school community.

The ESL Coordinator and Parent Coordinator teach adult ESL classes (Beginner, Intermediate and Advanced) for parents to strengthen their English skills.

Translation services are available for parents who speak another language other than English. Services include: staff members translate information in the parents' native language, translation unit is called (718-752-7373) and asked to translate, or an outside vendor is paid to translate.

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, IRC, Sunnyside Community Services, and The Boy and Girl Scouts.

Translation services are available for parents who speak another language other than English. Services include: staff members translate information in the parents' native language, translation unit is called (718-752-7373) and asked to translate, or an outside vendor is paid to translate.

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.

Translation services are available for parents who speak another language other than English. Services include: staff members translate information in the parents' native language, translation unit is called (718-752-7373) and asked to translate, or an outside vendor is paid to translate.

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. Staff members provide and present parent workshops in the area of expertise (ie: reading teachers provide workshops for parents on how to help their child become a better reader, etc.).

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.)
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Professional development opportunities will be offered through TC summer professional development, 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.

In addition, Teacehrs College Staff Developers support all teachers 18 days of the school year.

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3. How do you evaluate the needs of the parents?
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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 enhance communication with parents and children and actively involve parents in our school community.

The ESL Coordinator and Parent Coordinator teach adult ESL classes (Beginner, Intermediate and Advanced) for parents to strengthen their English skills.

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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:

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 (9 monolingual classes); 9 third grade classes (9 monolingual classes); 9 second grade classes (9 monolingual classes); 9 first grade classes (9 monolingual classes); and 10 kindergarten classes (9 monolingual classes and 1 bilingual classes). The average class size in kindergarten is 20.2 students. The average class size in grade one is 24.6 students. The average class size in grade two is 25.3 students. According to ATS Report ROCR (dated December 7, 2011) the average class size in grade three is 27 students and the average class size in grade four is 23.86 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	

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		5	2	0	1								
	I		20	7	2	3								
	A		50	54	36	25								
	P		13	23	39	26								
READING/ WRITING	B		21	6	8	3								
	I		40	15	38	24								
	A		20	32	31	28								
	P		8	13	0	1								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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.

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 (9 monolingual classes); 9 third grade classes (9 monolingual classes); 9 second grade classes (9 monolingual classes); 9 first grade classes (9 monolingual classes); and 10 kindergarten classes (9 monolingual classes and 1 bilingual classes). The average class size in kindergarten is 20.2 students. The average class size in grade one is 24.6 students. The average class size in grade two is 25.3 students. According to ATS Report ROCR (dated December 7, 2011) the average class size in grade three is 27 students and the average class size in grade four is 23.86 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	

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

Part VI: LAP Assurances

School Name: <u>Maurice A. FitzGerald School</u>		School DBN: <u>24Q199</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony M. Inzerillo	Principal		12/19/11
Irene Gerhards	Assistant Principal		12/19/11
Jenny Caamano	Parent Coordinator		12/19/11
Claudette Oliveras	ESL Teacher		12/19/11
Sanyia Mitha	Parent		12/19/11
Amarilus Lantigua	Teacher/Subject Area		12/19/11
Haydee Ciampo	Teacher/Subject Area		12/19/11
Mary Dentrone	Coach		12/19/11
Jennifer Vallerugo	Coach		12/19/11
Alison Colchamiro	Guidance Counselor		12/19/11
Peggy Miller	Network Leader		12/19/11
Margaret Morrison	Other <u>Assistant Principal</u>		12/19/11
Gema McLoughlin	Other <u>ESL Coordinator</u>		12/19/11
Nicole Seidler	Other <u>ESL Teacher</u>		12/19/11
Gale Majowka	Other <u>Speech Teacher</u>		12/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q199 **School Name:** Maurice A. FitzGerald School

Cluster: 2 **Network:** 207

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 (RHLA dated October 25, 2011) 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 1,018 students. Approximately 50% of our students are English Language Learners. Approximately 45.28% of our student population speak Spanish at home. Approximately 9.92% 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Maurice A. FitzGerald School	DBN: 24Q199
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 484 Grades to be served by this program (check all that apply): ●K ✱1 ✱2 ✱3 ✱4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 18 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 14

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our school implements comprehensive transitional bilingual and freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 484 English Language Learners (ELL). All bilingual and ESL teachers are fully-certified. There is one bilingual transitional class in kindergarten. Six ESL teachers service 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. ESL teachers push-into classes for a total of at least 360 minutes or 180 minutes depending on the language proficiency of English language learners in the class. 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. 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.

After reviewing our school data (school progress report, 2011 NYS ELA Exam, 2011 NYC Mathematics Exam, 2011 NYSESLAT Exam, etc.), we determined students needed additional instruction in the area of literacy and mathematics. In particular, we will focus on academic language, vocabulary development and grade appropriate math skills in the after school program.

The after school program and Saturday Program will target ELL students and former ELL students in grades 1 to 4 whose teachers recommend them for the program. Teachers will base their recommendations on students' current reading level, 2011 NYS ELA Exam, 2011 NYS Mathematics Exam and 2011 NYSESLAT Exam.

The after school program will be conducted on Tuesdays and Thursdays from 3:10 PM to 4:40 PM. There will be approximately 55 sessions throughout the 2011-2012 school year. The Saturday Program will be conducted on Saturdays from 8:00 AM to 11:00 AM. There will be approximately 20 sessions throughout the 2011-2012 school year. The group size will be comprised of no more than 16 students in each class. Teachers working the after school session will be ESL or Bilingual licensed and certified.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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 NYS Common Core Learning Standards in order to achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops after or before school hours will be paid per session and teacher trainers/facilitators will be paid per session rate. These professional development sessions will be facilitated by school administrators, ESL/Bilingual Coordinator, Network Support Specialists from Network 207, literacy and math coaches and teachers.

Teachers working in the supplementary instructional program will receive various sessions of professional development before and/or after school from 7:00 AM to 8:00 AM and/or 3:05 p.m. – 5:05 p.m. Topics that will be addressed during these professional development sessions are as follows:

Professional development sessions will be devoted to the following topics:

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

In addition, the Teachers College Reading and Writing Project partnership will continue to be implemented in grades K-4. Reading and writing workshop structures will provide ELL 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 a Teachers College consultant. Supervisors and teachers attend professional development workshops during the school year (approximately 12 sessions), and participate in Teachers College Summer Institutes on the teaching of reading and writing. In addition, literacy coaches attend ongoing literacy coach study groups with a

Part C: Professional Development

Teachers College staff developer.

Teachers College Reading and Writing Project Professional Development includes:

- **Demonstration Teaching** – This site-based professional development includes classroom demonstrations for reading and writing workshop provided by Teachers College Reading and Writing Project consultants. Cadres of teachers attend these sessions. Consultants provide direct support to all ESL classroom teachers and instructional support staff (literacy coaches, ESL push-in teachers, and AIS reading teachers). Supervisors participate in professional development sessions. The consultants follow a gradual release of responsibility, which allows teachers to assume more responsibility for the instruction, which occurs during the classroom-based professional development.
- **Calendar Days:** The Teachers College Reading and Writing Project offers 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, funded reading teachers, ESL teachers, and Literacy Coaches attend calendar days throughout the school year. These professional development sessions help support classroom instruction. Calendar days focus on supporting ELL students in the classroom.

Part D: Parental Engagement Activities

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

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

Begin description here:

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), 8:10 a.m. to 9:00 a.m. (Friday), during after school hours (times to be determined) to accommodate parents’ schedules and on Saturdays.

Three of 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

Part D: Parental Engagement Activities

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, ESL teachers and/or administrators.

Part E: Budget

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

Allocation Amount: \$58064

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$56,628	14 Teachers to work (55 sessions) of the Tuesday/Thursday Literacy/Math Program. One supervisor to oversee the program. 4 teachers to work (20 sessions) the Saturday Program and one supervisor.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1436	paper, folders and notebooks
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	58,064	