



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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 or Designee	
Joseph Brincat	*UFT Chapter Leader or Designee	
Betty Montas	*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>)	
Berenice Agrelo	CBO Representative, if applicable	
Eduviges Ore	Parent	
Sabel Vega	Parent	
Hetal Amin	Parent	
Inez Rodriguez	Parent	
Mily Courdhury	Parent	
Claudette Oliveras	Teacher	
Irene Gerhards	Assistant Principal	
Jon Guerrero	Teacher	
Hanna Lee	Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the 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 Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students in Grades 3 and 4, including Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 3% increase in scoring at Level 3 and 4 on the NYS English Language Arts Assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 satisfactorily on similar ELA tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

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 3-4 including Limited English Proficient Students and Students with Disabilities
- Responsible Staff Members: Principal, Assistant Principals, Instructional Coaches, Staff Developers (internal and external), and teacher leaders
- Implementation Timeline: September 2012 through June 2013

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.
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams working with students in grades 3-4

- Responsible Staff Member: Principal, Assistant Principals, Instructional Coaches, Staff Developers (internal and external) and teacher leaders
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator will plan and organize parent workshops with the expertise of staff members.
Topics include:
 - a. the timeline for changes in NYS ELA assessment
 - b. the impact of changes in the NYS ELA assessment on ELA instruction
 - c. explanation of Grades 3 and 4 performance tasks
- 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 will view a sample task, rubric and sample student work to understand student expectations
- Parents will be aware of the following websites:
 - www.starfall.com (Reading)
 - www.schools.nyc.gov/aris (ARIS Home Link)
 - www.quia.com/rr/85291.html (Game for science state test)
 - www.math_drills.com (Math practice)
 - www.multiplication.com (Practice and games)
 - www.brainpop.com (Fun and learning in all subject areas)

Websites to help children with Reading, Math & Homework

- | | |
|--|--|
| www.HomeworkNYC.org | www.A+Math.com |
| www.abcteach.com | www.AAAMath.com |
| www.readingrocket.org | www.AskDr.Math.org |
| www.pbs.org | www.ChiliMath.com |
| www.scholastic.com | www.CoolMath.com |
| www.enchantedlearning.com | www.FigureThis.org |
| www.funbrain.com | www.Math.com |
| www.queenslibrary.com | www.Mathgametime.com |
| www.schwablearning.org | www.Teachrkids.com |
| www.colorincolorado.org | |

- Dial-A-Teacher 1-212-777-3380 Monday, Tuesday, Wednesday or Thursday 4:00 p.m.-7:00 p.m. Arabic, Bengali, Chinese, French, Greek, Haitian-Creole, Hebrew, Italian, Korean, Russian, Slovak, Spanish

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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. 2012- June 2013 as indicated below:

- The Extended Day Literacy 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, social studies and literacy
- Supervisor per session for Saturday and extended day programs
- Professional instructional materials to support curriculum development during the regular day
- Consumable instructional materials for use during the Saturday/extended day programs
- Teacher per session for Saturday/extended day school programs

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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 #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 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 40% increase in students scoring higher on the Post-Assessment Task as compared to the Pre-Assessment Task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 satisfactorily on similar ELA tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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, Instructional Coaches, Staff Developers (internal and external), and teacher leaders
- Implementation Timeline: September 2012 through June 2013

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.
- Target Population: Teacher members of the Literacy Collaborative Inquiry Teams working with students in grades K-2.
- Responsible Staff Member: Principal, Assistant Principals, Instructional Coaches, Staff Developers (internal and external) and teacher leaders
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator will plan and organize parent workshops with the expertise of staff members to include the following topics:
 - a. the timeline for changes in NYS ELA assessment
 - b. the impact of changes in the NYS ELA assessment on ELA instruction
 - c. explain Grades K, 1 and 2 Performance Assessment 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 will view a sample task, rubric and sample student work to understand student expectations
- Parents will be aware of the following websites:
 - www.starfall.com (Reading)
 - www.schools.nyc.gov/aris (ARIS Home Link)
 - www.quia.com/rr/85291.html (Game for science state test)
 - www.math_drills.com (Math practice)
 - www.multiplication.com (Practice and games)
 - www.brainpop.com (Fun and learning in all subject areas)

Websites to help children with Reading, Math & Homework

www.HomeworkNYC.org	www.A+Math.com
www.abcteach.com	www.AAAMath.com
www.readingrocket.org	www.AskDr.Math.org
www.pbs.org	www.ChiliMath.com
www.scholastic.com	www.CoolMath.com

www.enchantedlearning.com
www.funbrain.com
www.queenslibrary.com
www.schwablearning.org
www.colorincolorado.org

www.FigureThis.org
www.Math.com
www.Mathgametime.com
www.Teachrkids.com

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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
Tax Title Title
 Levy Title I IIA III Grants Other

If other is selected describe here:

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. 2012 - June 2013 as indicated below:

- The Extended Day Literacy 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 the extended day programs
- Teacher per session for extended day school programs

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 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
- Saturday, Tuesday and Thursday Literacy and Robotics programs will continue to focus on improving academic performance

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 #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, students including Limited Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by 2% increase in scoring at Level 3 and 4 on the NYS Math Assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After examining student performance on the NYS Math Assessment, 71.0% of students scored at Levels 3 and 4. We anticipate meeting our annual math goal if 72.4% of students score Levels 3 and 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Activity #1

Professional Development

- Reorganize math concepts to teach fewer topics and allow for more time to focus on the major work of the grade and required fluencies.
- Students will engage in more challenging assignments that will deepen their conceptual understanding and enhance their learning.
- Teachers will establish a problem-solving habit of mind in their classrooms.
- Student voice during learning will be enhanced. Student talk will include debating and critiquing work of others.
- Problems will reflect real life situations.
- Math instruction will include the eight math practices.

Target Population

- Teachers servicing students in grades K-4 including Limited English Proficient Students and Students with Disabilities

Responsible Staff Members

- Principal, Assistant Principals, Instructional Coaches, Math Lead Teachers, Staff Developers (internal and external)

Implementation Timeline

- September 2012 through June 2013

Activity #2

Collaborative Inquiry: Collaborative Inquiry Teams will be created in which Lead Math Teachers will focus planning sessions on aligning mathematics instruction with Common Core Standards. This includes:

- lesson studies
- identifying gaps in learning
- identifying math misconceptions
- creating unit assessments
- administering required tasks appropriately within a unit

Target Population:

- Teams of teachers working with students in grades K-4

Responsible Staff Member:

- Principal, Assistant Principals, Instructional Coaches, Math Lead Teachers, Staff Developers (internal and external)

Implementation Timeline:

- September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent Involvement

- Parents will attend math workshops to understand the shifts in math, changes in homework assignments and changes in the NYS math exam questions.

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 the NYS math assessment
 - B. 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 receive information on how to access ARIS Parent Link
- Parents will view a sample question aligned with the Common Core Standards to understand expectations
- Parents will be aware of the following websites:

www.starfall.com (Reading)

www.schools.nyc.gov/aris (ARIS Home Link)

www.quia.com/rr/85291.html (Game for science state test)

www.math_drills.com (Math practice)

www.multiplication.com (Practice and games)

www.brainpop.com (Fun and learning in all subject areas)

Websites to help children with Reading, Math & Homework

www.HomeworkNYC.org

www.A+Math.com

www.abcteach.com

www.AAAMath.com

www.readingrocket.org

www.AskDr.Math.org

www.pbs.org

www.ChiliMath.com

www.scholastic.com

www.CoolMath.com

www.enchantedlearning.com

www.FigureThis.org

www.funbrain.com

www.Math.com

www.queenslibrary.com
www.schwablearning.org
www.colorincolorado.org

www.Mathgametime.com
www.Teachrkids.com

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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title II Title III Grants Other

If other is selected describe here:

Budget and resource Alignment

Funding Sources:

As a Title 1 School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 to June 2013 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 mathematics, science, social studies and Robotics
- 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
- The Extended Day Robotics program will focus on building, designing and programming an NXT Robot

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<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 services to struggling students who are at risk of not meeting grade benchmarks. The SETSS teachers service students who are mandated for SETSS services and uses intervention strategies as per students' IEPs. This support occurs during the school day.</p> <p>The ESL teachers service students for one to three periods per week beyond the students' ESL mandate. AIS services are provided to assist students in acquiring proficiency in the four communication skills (listening, speaking, reading and writing) necessary for basic interpersonal communication and</p>	<p>Small Group</p> <p>One-to-One</p>	<p>During the school day</p> <p>A.M. Program</p> <p>After School Program</p> <p>P.S. 199Q supports an A.M. Program Tuesday to Thursday</p> <p>8:02.5 AM to 8:40 AM (Grades Kindergarten and 1)</p> <p>And</p> <p>8:07.5 AM to 8:45 AM (Grades 2, 3 and 4).</p>

	<p>acquiring cognitive academic proficiency. Language and content instruction is integrated simultaneously and systematically. This support occurs during the school day.</p> <p>Students who have been identified as not meeting or at risk of not meeting the requirements of the CCLS, social studies or NYS Grade Four Elementary Level Science Test participate in extended day reading in the morning, after school, and /or on Saturdays.</p> <p>Teachers incorporate a variety of reading and writing activities to reflect state and citywide reading and content area assessments. This includes developing prewriting, note taking and essay writing strategies. Teachers support students in literacy through a variety of instructional strategies, such as read aloud, guided reading, readers' theatre, small group work, Foundations, Wilson Reading, etc.</p>		<p>Saturday Program</p>
<p>Mathematics</p>	<p>Corrective Math provides students who are at risk of not achieving the CCLS in mathematics with conceptual, computational and problem solving skills. This support occurs during the school day. The AIS teacher provides services to a struggling student who is at risk of not meeting grade benchmarks. The AIS teacher incorporates Great Leaps Math Program strategies which focus on building fluency in the basic facts of addition, subtraction, multiplication, and division. There are lessons using manipulative objects and representational lessons using student drawings to help the student understand math operations.</p> <p>Students who have been identified as not meeting or are at risk of not meeting CCLS participate in extended day math in the morning, after school and/or on Saturday. Teachers incorporate a variety of conceptual, computational and problem solving skills to assist with mathematics instruction.</p>	<p>Small Group</p> <p>One-to-One</p>	<p>During the school day</p> <p>A.M. Program</p> <p>After School Program</p> <p>P.S. 199Q supports an A.M. Program Tuesday to Thursday</p> <p>8:02.5 AM to 8:40 AM (Grades Kindergarten and 1)</p> <p>8:07.5 AM to 8:45 AM (Grades 2, 3 and 4).</p>

			Saturday Program
Science	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 support through a variety of instructional strategies such as read aloud, guided reading, readers' theatre, small group work, etc.	Small Group One-to-One	During the school day A.M. Program After School Program P.S. 199Q supports an A.M. Program Tuesday to Thursday 8:02.5 AM to 8:40 AM (Grades Kindergarten and 1) 8:07.5 AM to 8:45 AM (Grades 2, 3 and 4). Saturday Program
Social Studies	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.	Small Group One-to-One	During the school day A.M. Program After School Program P.S. 199Q supports

			<p>an A.M. Program Tuesday to Thursday</p> <p>8:02.5 AM to 8:40 AM (Grades Kindergarten and 1)</p> <p>8:07.5 AM to 8:45 AM (Grades 2, 3 and 4).</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<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-on-one sessions and group sessions focusing on behavior management, academic support, conflict resolution, and crisis intervention.</p> <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.</p> <p>The School Nurse provides counseling to students based on individual health needs.</p>		<p>During the school day</p> <p>After School Program</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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
- Instructional Coaches are assigned to support new teachers and/or teachers in need of curriculum support
- 100% of staff is Highly Qualified as per 2011-2012 BEDS data. We anticipate 100% of staff will be Highly Qualified in the 2012-2013 school year.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

**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 2012-2013.

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 2012 and March 2013.

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 four 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 2012 and March 2013.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I 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 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 every day, 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
_____	_____	_____
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

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 2012-2013.

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 2012 y en marzo 2013.
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 2012 y marzo 2013.
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 párala 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
Fecha	Fecha	Fecha

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis	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 Betty Montas
Teacher/Subject Area Haydee Ciampo	Parent Coordinator Jenny Caamano
Related Service Provider Gale Majowka	Other Claudette Oliveras
Network Leader Danielle C. Giunta	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	6	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	5		

D. School Demographics

Total number of students in school	1048	Total Number of ELLs	486	ELLs as share of total student population (%)	46.37%
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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. [i](#)

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).

Step 1, at registration, an individual interviews the parents and the Home Language Identification Survey is filled out. This is done 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 entitled students are placed according to their scores in B level, I level or A level. If the children's scores identify them as not entitled, they may be in classes with no ESL/bilingual services. 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 services are 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.

The 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 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 samplers. During the spring, all ELL students are administered the NYSESLAT 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 who are required to take the NYSESLAT utilizing the ATS report RLER (The NYSESLAT Eligibility Roster). The testing coordinator schedules and ensures that 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 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. Parents have the option of maintaining their child in a bilingual Spanish program, if available, or electing that their child receives 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 to inform them of their choices and that P.S. 199Q offers all available programs for English Language Learners.

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

The 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 choices and that we 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 regarding the placement of the child. After the NYSESLAT, some parents will receive a letter that states their child is no longer eligible for ESL because he/she 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 our school respects and values parental involvement in the decision-making process. This is evidenced by our continued Spanish bilingual class and a strong ESL program that meets the needs of English Language Learners in a Transitional Bilingual Program and Free Standing English as a Second Language Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	16													16
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		3			2									5
Push-In	0													0
Total	16	3	0	0	2	0	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	486	Newcomers (ELLs receiving service 0-3 years)	471
SIFE	0	ELLs receiving service 4-6 years	15
		Special Education	30
		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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16									16

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	470		30	15		3				485
Total	486	0	30	15	0	3	0	0	0	501

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	16													16
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	16	0	16											

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	82	77	50	61	49									319
Chinese	6	4	1	3	1									15
Russian	2	1	0	1	0									4
Bengali	18	15	10	8	10									61
Urdu	2	2	0	0	3									7
Arabic	4	3	1	3	0									11
Haitian	0	0	0	0	0									0
French	3	0	0	0	0									3
Korean	1	0	1	0	0									2
Punjabi	0	3	0	0	0									3
Polish	0	0	0	0	0									0
Albanian	0	0	1	1	0									2
Other	19	13	11	11	11									65
TOTAL	137	118	75	88	74	0	492							

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

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, or a concentration in the content area of science and social studies using ESL methodology 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) make use of 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 technology, audiovisual equipment, and hands-on learning is encouraged. Students do projects and research-based thematic units in content areas, which stress all four modalities of the ESL and Bilingual classroom (listening, speaking, reading, and writing). The content areas are taught in ESL and Bilingual classrooms with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of fiction and nonfiction texts

ESL teachers pull groups of students depending on their needs. TPR, visuals, modeling answers, manipulatives, prompts/models, Thinking Maps, are some of the supports utilized. In addition, vocabulary experience using lexical arrays, deconstruct/reconstruct "juicy" complex sentences, word play, introduction of Tier 2 and Tier 3 words via read aloud, oral repetition in shared reading are employed.

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.

A. Programming and Scheduling Information

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. 199Q 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 student's instructional level. In the event we receive a SIFE student, the bilingual specialist will provide additional academic support services (tutoring services and individualized instruction) in his/her 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 model. 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

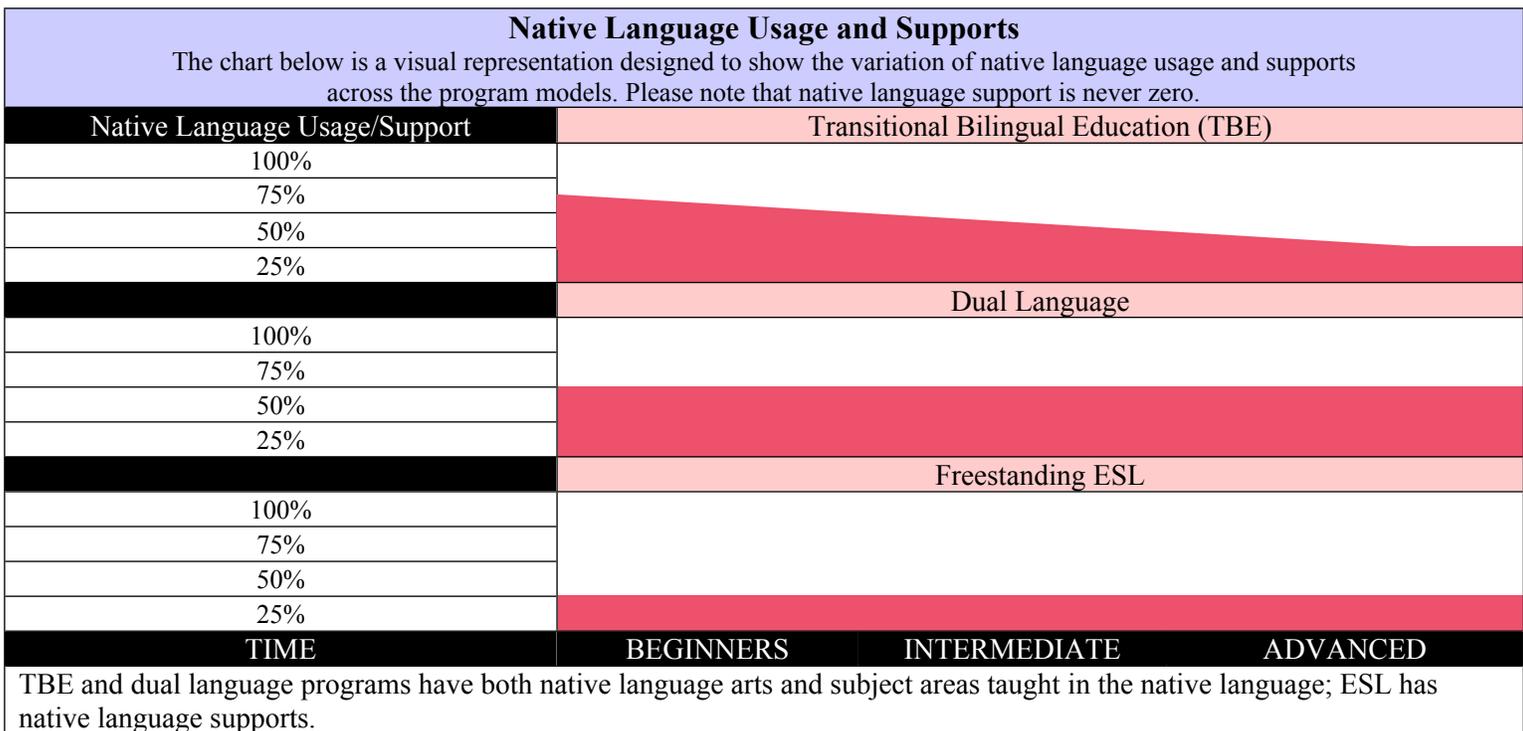
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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.
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.

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 addition, the IRC after school program 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 aids, SMARTBOARDS, charts, CDs, videos, document cameras, computer programs (Powerpoint) and digital transparencies are incorporated into the instructional day. They reinforce student learning through the different modalities: Visual, auditory, kinesthetic and tactile. 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 receive support in writing in their native language 70% of the school year in Kindergarten.

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

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

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

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

17. What language electives are offered to ELLs?

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

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, Teachers College Staff Developers support all teachers 18 days of the school year.

Math professional development is provided for Network Support Specialist, Metamorphosis, Math Planning for Math Lead Teachers.

The District 24 STEM Grant provides professional development to teachers in content-focused professional development in environmental sciences, applied mathematics, core science areas, SMARTBOARD and robotics.

Steve Gilroy and Liz Fisher, Network Support Specialists in Mathematics, support teachers in implementing the Common Core Standards in math. In addition, they provide support to teachers in the following areas:

- developing Common Core Units of Study and the City-wide Instructional Expectations
- facilitating math teacher teams
- planning effective math lessons

All teachers have been trained in Thinking Maps. Thinking Maps are a set of graphic organizer techniques used in grades K to 12. Thinking Maps are visual tools for learning and planning. They include eight visual patterns, each linked to a specific cognitive process. Teachers may apply Thinking Maps in all content areas and all grade levels.

At least one teacher on each grade attends Metamorphosis professional development sessions throughout the school year. Metamorphosis provides four-day mathematics seminars designed specifically to help teachers meet the demands of the Common Core State Standards.

The workshops are hands-on and teachers explore mathematical big ideas, strategies, and models in the number strand. Teachers also:

- analyze and enrich lessons in existing curricula materials;
 - use minilessons to develop students' mathematical reasoning and communication;
 - assess student oral and written communications;
 - use specific teaching strategies to develop students' ability to communicate their mathematical reasoning both orally and in writing;
- and
- use key pedagogical practices to help students meet the new, rigorous expectations in the Common Core state Standards.

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 PS199Q as well as with their child'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: How to Discipline Your Child, Childhood Obesity, Information About Asthma, Family Craft (during school hours and/or at night), Family Math Night, Family Nutrition Night, How Can I Help My Child in Math?, Mathematics Common Core State Standards, Dental Care and What You Will Need to Know About Diabetes,. These workshops enhance communication between parents and their children, as well as 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 a language other than English. Services include: staff members translating information in the parents' native language, calling the Translation Unit (718-752-7373) and asking them to translate, or paying an outside vendor 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, International Rescue Committee ("IRC"), Sunnyside Community Services, The Boy and Girl Scouts, and The Boys and Girls Club.

Translation services are available for parents who speak a language other than English. Services include: staff members translating information in the parents' native language, calling the Translation Unit (718-752-7373) and asking them to translate, or paying an outside vendor to translate.

During Parent Teacher Conferences up to 10 translators provide Spanish translation for parents. The Kiwanis Club (Key Club Mentoring) provides translation for parents that speak Bengali, Arabic and Urdu.

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 PS199Q and parents are comfortable expressing their needs and wants to staff. There is always a question and answer period after parent workshops, adult ESL classes and/or PTA meetings which also provides an opportunity for parents to express their needs and wants.

Translation services are available for parents who speak a language other than English. Services include: staff members translating information in the parents' native language, calling the Translation Unit (718-752-7373) and asking them to translate, or paying an outside vendor 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 all subject areas such as math, reading, writing, technology, 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 parent workshops based on the particular teacher's area of expertise (ie: reading teachers present workshops for parents on how to help their children become better readers, etc).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	30	35	13	11	9									98
Intermediate(I)	21	48	32	38	20									159
Advanced (A)	83	35	29	39	43									229
Total	134	118	74	88	72	0	0	0	0	0	0	0	0	486

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	2	0								
	I		54	14	4	3								
	A		50	35	33	43								
	P		26	20	41	20								
READING/ WRITING	B		34	10	6	5								
	I		43	30	37	19								
	A		23	19	37	39								
	P		10	11	0	3								

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.

Assessment tools used to assess early literacy skills of ELLs include ECLAS Variation, ELA/Math Pre/Post Performance Assessment Task, TCRWP, LAB-R, running records, EL-SOL and Math Periodic Assessments (Grades 3 and 4 only).

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

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

- Additional pre-writing strategies in writing workshop such as thinking maps, visualization structures, and writing inventories will be part of our plan.
- ESL teachers will provide language support during content area instruction in an effort to build academic vocabulary (tier 2 and tier 3 words).
- The AM Extended Day Program will focus on writing strategies.
- Extended Day After School Program for ELLs in Grades 1 to 4 with a strong focus on non-narrative writing will be provided.
- Saturday Morning Program for ELLs in Grades 3 and 4 with a strong focus on non-narrative writing in science will be provided.
- We will collaborate with the International Rescue Committee (IRC) to create an After School Program targeting newly arrived Tibetan students.
- Sunnyside After School Program has enhanced their Parent ESL/Literacy component to provide English language support to parents of ELLs.
- Teachers will receive additional Professional Development in writing. Coaches, Network and Teachers College Staff Developers

will focus their support on enhancing writing for ELLs.

- Inquiry Teams will focus on non-narrative writing and utilizing the New York State Common Core Learning Standards as our planning guide for effective instruction.
- The Network Staff Developer will focus support on increasing academic language in the content area of science and social studies. Network Support Specialist and Teachers College Staff Developers will provide additional support to teachers in writing in the content area.

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

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

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

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

The data shows our ELLs are not meeting benchmarks in writing as evidenced by the writing subtest of the NYSESLAT.

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

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

4. For each program, answer the following:

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

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

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

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

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

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

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

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

5. For dual language programs, answer the following:

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

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

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

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

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

Additional Information

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

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

There is a total of 44 classes: 10 fourth grade classes (10 monolingual classes); 8 third grade classes (8 monolingual classes); 8 second grade classes (8 monolingual classes); 8 first grade classes (8 monolingual classes); and 10 kindergarten classes (9 monolingual classes and 1

bilingual class). According to ATS Report ROCR (dated December 7, 2012). The average class size in kindergarten is 23 students. The average class size in grade one is 25 students. The average class size in grade two is 27 students. The average class size in grade three is 27 students and the average class size in grade four is 22 students.

P.S. 199Q currently has 1045 students on register. The student population is composed of students speaking 34 languages. There are over 900 students who speak a language other than English. The most prominent language spoken at home is Spanish.

Kindergarten Writing Curriculum Calendar 2012/2013

Unit Month/Dates Days Unit Publication

Sept 7, 10, 11 Base Line Data (1 Day on Demands)

*Pre-Narrative

*Pre-Informational

*Pre-Opinion

9/12/12 – 10/15/12 Unit 1 - Launching the Writing Workshop; Launching Informational Writing

Oct. 4, 2012 Mid On Demand (1 Day)

10/9/12 – 10/26/12 Launching - Narrative

10/29/12 – 11/21/12 Unit 2 - Looking Closely: Observing, Labeling, and Listening Like a Scientist

Nov. 19, 2012 Post On Demand (1 Day)

Nov. 26, 2012 TASK PRE On Demand (1 Day)

11/27/12 – 12/21/12 Unit 3 - Writing True Stories

Dec. 19, 2012 TASK Post On Demand (1 Day)

Jan. 2, 2013 Pre On Demand (1 Day)

1/3/13 -2/6/13 Unit 4 - Procedural Writing: How - To Books

Feb. 5, 2013 Post On Demand (1 Day)

Feb. 7 & 8, 2013 TASK Pre On Demand (2 Days)

2/11/13 – 3/22/13 Unit 5 - Informational Books

March 20 & 21, 2013 TASK Post On Demand

April 3, 2013 Pre On Demand (1 Day)

4/3/13-5/10/13 Unit 6 – Persuasive Writing (Opinion)

Baseline Data (1 Day on Demand)

May 9, 2013 *Post-Persuasive

Baseline Data (1 Day On Demand)

May 13, 2013 * Post-Informational

May 14, 2013 * Pre-Narrative

5/8/13-5/23/13 Unit 7 – Informational Books in Science

Kindergarten Reading Calendar 2012-2013

9/6/12 – 10/26/12 Unit 1 – We Are Readers Exploring the Exciting World of Books

10/29/12 – 11/21/12 Unit 2 – Readers Read, Think, and Talk About Emergent Storybooks and Familiar Shared Texts

11/26/12 – 12/21/12 Unit 3 – Readers Use Super Powers to Read Everything in the Classroom and Beyond

1/2/13 -2/8/13 Unit 4 – We Can Be Reading Teachers: Teach Yourself and Your Partner to Use All You Know to Read

2/11/13 – 3/22/13 Unit 5 – Learning About Ourselves and Our World: Reading for Information

4/3/13 – 5/10/13 Unit 6 – Readers Are Brave and Resourceful
When We Encounter Hard Words and
Tricky Parts in Our Books

5/13/13 – 6/25/13 Unit 7 – Readers Get to Know Characters by Pretending and by Performing Our Books

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
- 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 nonfiction books 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</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		1/14/13
Irene Gerhards	Assistant Principal		1/14/13
Jenny Caamano	Parent Coordinator		
Claudette Oliveras	ESL Teacher		1/14/13
Betty Montas	Parent		1/14/13
Ines Rodriguez			
Jon Guerrero	Teacher/Subject Area		1/14/13
Hanna Lee	Teacher/Subject Area		1/14/13
	Coach		
	Coach		
Alison Colchamiro	Guidance Counselor		
Danielle C. Giunta	Network Leader		1/14/13
Joseph Brincat	Other <u>UFT Chapter Leader</u>		1/14/13
Eduviges Ore	Other <u>Parent of SLT</u>		1/14/13
Sabel Vega			
Mily Choudhury	Other <u>Parent of SLT</u>		1/14/13
Hetal Amin			

School Name: Maurice A. FitzGerald

School DBN: 24Q199

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berenice Agrelo	Other <u>CBO</u>		1/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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 December 14, 2012) 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 child's progress, how parents can support and improve their child'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 1,046 students who speak 34 different languages. Approximately 45% of our students are English Language Learners. Approximately 46.10% of our student population speak Spanish at home, 10.90% speak Bengali and 4.6% speak Tibetan.

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. Parents will engage in school-parent accountability by having translated newsletters provided to them. Parent newsletters will include: invitations for parents to attend workshops that teach parents how to help improve their child'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 on how as to help their child achieve success. These translated newsletters will provide parents with specific ways to help them support their child's achievement. Translated notices and documents will encourage our non-English speaking parents to feel involved in their child'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. 199 will provide oral interpretation services to parents who do not speak English. Oral interpretation services are mainly provided by P.S. 199Q staff members. Additional translators are hired during Parent Teacher Conferences through a Department of Education vendor to ensure many translators are available. In addition, Sunnyside Kiwanis Key Club members volunteer their time to translate for parents in Bengali, Urdu and Arabic. All staff members have been trained to utilize the services provided by the Department of Education's Translation and Interpretation Unit. 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. 199Q will provide each parent whose primary language is Spanish with written notification of their rights regarding translation and interpretation services. P.S. 199Q'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 will post all notices contained in Chancellor's Regulation A-663 in the main lobby of the school. Laminated cards will be placed in the main office and main entrance for parents to indicate their preferred language of oral communication. This will help P.S. 199Q staff members communicate with parents by calling the Translation and Interpretation Unit and requesting the proper translator.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Maurice A. FitzGerald School	DBN: 24Q199
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 454
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 18
of certified ESL/Bilingual teachers: 14
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 454 English Language Learners (ELL). All bilingual and ESL teachers are fully-certified. There is one bilingual transitional class in kindergarten and all six ESL teachers are licensed and 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. 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 offer 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.

The PS 199Q Title III program will provide English language learners with supplemental instruction through an Extended Day After School Program. This supplementary instructional program will service ELLs in grades 2, 3 and 4 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT and/or grade 3 & 4 students at Levels 1 & 2 on the NYS ELA and/or NYS math assessments.

The Extended Day After School Program will meet for a total of 40 sessions beginning in October 2012 through May 2013 from 3:10 p.m. to 4:40 p.m. Group size will be maintained at 12-15 students per teacher. There will be a total of 14 classes for the Extended Day After School Program servicing approximately 160 ELLs. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and mathematics using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies, such as chart paper, markers, manipulative materials and certificates of achievement, will be purchased to support the Extended Day After School Program.

Some of the supplementary materials P.S. 199Q utilizes include: books from the Common Core Library, Buckle Down New York Mathematics and ELA Student Edition, and STAMS Book D, STAMS Book C, and CAMS Book D.

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:

The 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, the ESL/Bilingual Coordinator, Network Support Specialists from Network 207, Instructional 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:

- Scaffolding Across Disciplines: Types of Scaffolding and Differentiated Instructional Strategies to Support ELLs. English Language Learners.
- 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 assessment, 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 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, Instructional coaches attend ongoing literacy coach study groups with a Teachers College staff developer.

Part C: Professional Development

Teachers College Reading and Writing Project Professional Development includes:

- **Demonstration Teaching** – This site-based professional development includes classroom demonstrations for reading and writing workshops 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 (Instructional 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 Instructional 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: The 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 child’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
- 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, Instructional coaches, ESL teachers and/or administrators.

Notices informing parents of the workshops will be translated in the parent's preferred language. P.S. 199Q will utilize the following support in order to translate notices: school staff, New York City Department of Education Translation Unit, parent volunteers and volunteers from the local Kiwanis Key Club.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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