



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MAURICE A. FITZGERALD SCHOOL

DBN (i.e. 01M001): 24Q199

Principal: ANTHONY M. INZERILLO

Principal Email: AINZERI@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: DANIELLE GIUNTA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anthony M. Inzerillo	*Principal or Designee	
Agata Natkaniec and Alexa Ruffinatti	*UFT Chapter Leader or Designee	
Luis Alban	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Irene Gerhards	Member/ P.S. 199Q Staff	
Hanna Lee	Member/ P.S. 199Q Staff	
Gillian Turbin	Member/ P.S. 199Q Staff	
Alison Colchamiro	Member/ P.S. 199Q Staff	
Ines Rodriguez	Member/ Parent	
Maria Chalen	Member/ Parent	
Arlette Chryzanowski	Member/ Parent	
Anaisa Kudoh	Member/ Parent	
Katherine Zachariadis	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, students including Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 4% 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, 43.4% of students scored at Levels 3 and 4. We anticipate meeting our annual math goal if 45.14% of students score Levels 3 and 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Professional Development to build content knowledge and build capacity

- Students will engage in more challenging assignments that will deepen their conceptual understanding and enhance their learning (constructivism).
- 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 (numbers have meaning when connected to a context).
- Math instruction will include the eight math practices.
- Continued support in the effective implementation of Investigations (new math curriculum) which teaches fewer topics and allows for more time to focus on the major work of the grade and required fluencies.

Collaborative Inquiry

Collaborative Inquiry teams will support the instructional school focus

To improve instruction across the school through effective lesson development and lesson preparation

Team meetings will include:

- Using a planning template to identify the math big ideas inside units
- Curriculum mapping to ensure students in grades 3 and 4 are taught the required CCLS that will be reflected in the NYS math assessment
- Creating ongoing checklists to assist benchmarks
- Administering required tasks appropriately within a unit

B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principals, Instructional Coaches, Math Lead Teachers, Staff Developers (Network and Metamorphosis)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4% increase in scoring at Level 3 and 4 on the 2014 NYS Math assessment

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Professional Development to build content knowledge and build capacity

- Staff developers from the Network and from Metamorphosis will support teachers
- Professional development will be conducted during grade conferences and during collaborative planning
- Implementation of new math program, Investigation, that is based on constructivist methodology

Collaborative Inquiry

- Schedule grades to meet weekly through the implementation of instructional assemblies
- Staff developers from the Network and from Metamorphosis to support teachers in curriculum mapping and identifying the math big ideas inside units
- Create checklists based on focus points in the Investigations sessions
- Embed 2 math tasks in grades 3 and 4 and embed 1 math task in grade K-2

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).

- Parents will attend math workshops to understand the shifts in math, changes in homework assignments, and changes in the NYS math exam and changes in the math curriculum (Investigations).
- Parent Coordinator will plan and organize parent workshops with the expertise of staff members:
- The timeline for changes in the NYS math assessment
- The impact of changes in the NYS math assessment on math instruction
- The new math curriculum (Investigations)
- 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 Learning Standards to understand expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, all Grade 3 and Grade 4 students will demonstrate a 4% increase in student progress as measured by the ELA State Assessment results.

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 ELA Assessment and reviewing our progress report, 29.0 %of students scored at Levels 3 and 4. We anticipate meeting

our annual ELA goal if 30.16 % of students score Levels 3 and 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Teachers will continue tracking the reading progress of their students using running records. Teachers will input reading levels of students in Assessment Pro in September, November, January, March and May. This will allow teachers to strategically group students and plan next steps for all students according to student needs.

Teachers will use writing rubrics aligned to the current unit of study to assess the progress of students in their class.

Professional Development for staff will provide ideas and strategies to increase student performance in ELA.

Instructional coaches will demonstrate differentiated activities to help teachers meet the needs of all their students and ensure all students make adequate progress.

Teacher Team meetings will allow teachers to analyze student work in literacy to discuss best practices with their colleagues.

Academic Intervention Services will be provided for those students who are struggling to meet grade level Common Core Standards.

After school programs in ELA will be offered to ELL students.

Additional support in literacy will be provided to students not meeting grade level standards before the start of the school day (37.5 minutes Tuesday to Thursday).

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, grade 3 and Grade 4 teachers, instructional coaches, AIS providers, network support personnel, Teachers College staff developers,

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 75 percent of students will make progress from September to January, November to March and January to May

4. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers College Reading and Writing Project will continue to support teachers throughout the school year. Teachers will have an opportunity to attend calendar days, summer reading institutes, and Saturday reunions.

2. Teachers will use Data Mondays to input literacy data into Assessment Pro and will analyze their class data.

3. Teachers will be trained to conduct formal and informal running records throughout the school year.

4. Teachers and instructional coaches will develop writing rubrics aligned to the unit of study and the Common Core Learning Standards.

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).

Parent workshops will inform parents on the new structure and requirements of the State Assessments and offer parents strategies and ideas on how to support their child at home.

Parent workshops will inform parents on how they can assist their children in reading and writing.

School staff is available to address any specific parental concerns regarding State Assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

School Support Supplement

Goal and Action Plan #3

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 2014 all pedagogy staff will improve instruction across the school through effective lesson planning and lesson preparation.

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.

The Common Core Learning Standards and current trends reveal a need to increase lesson preparation and planning by:

- increasing higher order questioning
- creating multiple entry points in lessons
- increasing depth in student discussion (increase student critique/student debate/student-student discussion)
- increase rigor in assignments/activities (students must be actively engaged and tasks must be rigorous)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- I Teachers will develop an in-depth understanding of the Common Core standards.
- II Ensure teachers' deep understanding of the components of Danielson's Framework for Teaching
- III Teachers will engage in multiple, effective means of assessing students to determine gaps in learning and to identify what their students know
- IV Teachers will strengthen their understanding of content
- V Teachers will engage in effective lesson development
- VI Teacher practice in the classroom will reflect effective lesson planning and lesson preparation.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, pedagogy staff, instructional coaches, network support personnel, and Teachers College Staff Developers,

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The expected outcome or intended impact includes:

- Increase growth in reading (running records)
- Increase growth in writing (writing continuum)
- 4 % increase in Grades 3 and 4 NYS ELA results
- Teachers can articulate
 - What am I teaching?
 - Why am I teaching it?
 - How am I teaching it?

- How am I monitoring student learning?
- Students can articulate
 - What am I learning?
 - Why am I learning it?
 - How do I know how I'm doing?

4. Timeline for implementation and completion including start and end dates

6. September 2013 to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- I Teachers will develop an in-depth understanding of the Common Core standards.
- Units of study will integrate the literacy CCLS
 - Differentiated PD will be provided to teachers to enhance their understanding of CCLS
 - Adjust lessons and units to address the gap between what the standards require and what students know and are able to do
- II Ensure teachers' deep understanding of the components of Danielson's Framework for Teaching
- PD will be provided in the Daniel's Framework to improve teacher practice and to inform teachers on its use in their evaluation.
- III Teachers will engage in multiple, effective means of assessing students to determine gaps in learning and to identify what their students know
- Teachers will address the learning gap through effective planning (mini lessons, small group work, 1:1 conf)
 - Support teachers in prioritizing next steps for students based on assessment/student work
- IV Teachers will strengthen their understanding of content in literacy
- Units of study in Literacy provides teachers multiple opportunities to further their knowledge of Reading and Writing
 - PD from Teachers College, Network personnel, administration and coaches will support teacher growth in Reading and Writing
 - There is a need for teachers to reflect on their work, to identify areas for growth and to actively participate in their own development
- V Teachers will engage in effective lesson development in literacy
- Strategize to integrate the use of assessments into teacher team work so that teacher time is spent efficiently and effectively
 - Emphasize critical thinking skills when developing lessons
 - Build structures for teachers to meet regularly within teacher teams
 - Establish, and articulate procedures for data/work analysis within teacher teams
 - Teacher team work must lead to instructional and curricular next steps, improve teacher practice, and yield student progress
 - Provide targeted professional development and build teacher capacity in data-driven improvement cycles
 - Develop teacher leaders within teams who drive key decisions related to the improvement of student achievement and progress towards school goals
- VI Teacher practice in the classroom will reflect effective lesson planning and lesson preparation.
- Feedback cycles and conversations will support teachers by building effective teacher practices

- Self-reflection will lead to positive change in observed instruction
- Instruction will be more strategic with clear rationales and benchmarks
- Observed instruction will yield improvement in teaching and learning

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).

Parent workshops will inform parents on how to support their child at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
School Support Supplement								

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- Strategies/activities that encompass the needs of identified subgroups**
 -
- Key personnel and other resources used to implement each strategy/activity**
 -
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 -
- Timeline for implementation and completion including start and end dates**
 -
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**
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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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>AIS Reading focuses on coordinating appropriate reading activities, materials and grouping techniques with classroom instruction. Students are immersed in balanced literacy, incorporating guided reading strategies, phonemic awareness and literacy-based instruction. AIS Reading teachers and classroom teachers work collaboratively to implement reading and writing workshop structures to support reading instruction. This AIS support occurs during the school day.</p> <p>AIS teachers provide services to struggling students who are at risk of not meeting grade benchmarks.</p> <p>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</p>	<p>Small Group and One-to-One</p>	<p>During the school day, Saturday Program, Tuesday/Thursday After School Program, A.M. Program (P.S. 199Q supports an A.M. Program Tuesday to Thursday from 8:02.5 AM to 8:40 AM for Grades Kindergarten and 1 and 8:07.5 AM to 8:45 AM for Grades 2, 3 and 4.</p>

	<p>and 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>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</p>	<p>Small Group and One-to-One</p>	<p>During the school day, Saturday Program, Tuesday/Thursday After School Program, A.M. Program (P.S. 199Q supports an A.M. Program Tuesday to Thursday from 8:02.5 AM to 8:40 AM for Grades Kindergarten and 1 and 8:07.5 AM to 8:45 AM for Grades 2, 3 and 4.</p>

	<p>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>		
Science	<p>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.</p>	Small Group and One-to-One	<p>During the school day, Saturday Program, Tuesday/Thursday After School Program, A.M. Program (P.S. 199Q supports an A.M. Program Tuesday to Thursday from 8:02.5 AM to 8:40 AM for Grades Kindergarten and 1 and 8:07.5 AM to 8:45 AM for Grades 2, 3 and 4.</p>
Social Studies	<p>Students who have been identified as not meeting or at risk of not meeting New York State social studies standards participate in extended day program. Science teacher provides science support through a variety of instructional strategies such as read aloud, guided reading, readers' theatre, test preparation, small group work, etc.</p>	Small Group and One-to-One	<p>During the school day, Saturday Program, Tuesday/Thursday After School Program, A.M. Program (P.S. 199Q supports an A.M. Program Tuesday to Thursday from 8:02.5 AM to 8:40 AM for Grades Kindergarten and 1 and 8:07.5 AM to 8:45 AM for Grades 2, 3 and 4.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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.</p> <p>Counseling services include one-on-one sessions and group sessions focusing on</p>	Small Group and One-to-One	<p>During the school day and during After School Program</p>

	<p>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>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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 2012-2013 BEDS data. We anticipate 100% of staff will be Highly Qualified in the 2013-2014 school year.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teacher teams meet with Literacy and Math Coaches who have received extensive professional development around the Common Core Standards to develop rigorous lessons plans and curriculum maps that are aligned to standards on a bi-weekly basis. Teachers and administrators participate in workshops made available by the Department of Education and Children First Network 207 to learn how to lift levels of instruction using the Danielson Framework. Teachers, paraprofessionals, and staff members attend Faculty Conference PD sessions to learn best practices from colleagues who attend workshops offered by the Department of Education and Children First Network 207 designed to align instruction to and create a culture that meets CCSS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used to support the professional development of teachers in curricular programs and align to Common Core Standards across content areas.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Below is the transition plan used to assist preschool children from early childhood programs to the elementary school program: <ul style="list-style-type: none"> • Special education students and parents were invited in August 2013 for a tour of the school. Student met their teacher, principal, assistant principals and other related service providers. Parents completed a survey of their child with the support of staff members. • On January 15, 2013 letters were hand delivered to several local preschools to be distributed to their students. The letters explained the registration process as well as providing the dates. • Parents visited P.S. 199Q at the end of January to make an appointment, provide the required documents (proof of address and proof of birth) and pick up forms to be returned at the appointment provided to them.

- From February to May parents returned for their appointments with their children and the completed forms. During this appointment parents and children were interviewed by our language specialist, Mrs. McLoughlin and language and ethnicity forms were completed as well as viewing a film outlining ESL services offered by DOE schools.
- In April letters were sent to parents who registered for Kindergarten offering them placement in September. Parents were to complete the form attached to the bottom of the letter and specify whether they reject or accept our offer.
- On June 5, 2013 we hosted a Kindergarten orientation at which time parents were given a tour of the main building as well as our Kindergarten annex building. Parents were given information about our Kindergarten instructional program and any questions or concerns were addressed.
- In August letters were sent to all upcoming Kindergarten students advising them of the class they are assigned to

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Measures of Student Learning (MOSL) – A team composed of teachers and administration reflected on the options for measuring student learning. Following professional development (school, network, summer MOSL workshop) the team worked together and selected the assessments and was approved by the principal. This option and its impact were explained to the staff in September, 2014 during professional development sessions. Further discussion occurred during the Initial Planning Conferences in September and October 2013.

Measures of Student Learning (MOSL) Grades 3 and 4 – The option selected provided a baseline in mathematics and ELA for grade 3 students. A DOE performance assessment task was administered in the Fall, 2014. Teachers scored the tasks in a collaborative setting with support and guidance. Results of the ELA and Math assessments were discussed during regularly scheduled collaborative inquiry sessions to improve instruction.

Measures of Student Learning (MOSL) Grades K-2 – The option selected provided an ELA baseline for students in grades K-2. Running Records of Literacy using TCRWP were conducted in the Fall, 2014 using exact methods described by the publishers themselves, with few modifications. Teachers used the regularly scheduled collaborative inquiry sessions to review student work, input results into Assessment Pro and to plan for instruction based on student data.

Math – Teachers in grades 3 and 4 chose two math tasks (From DOE menu) to administer to their students. Teachers have planned to embed the two tasks at the conclusion of the units of study the tasks are aligned with. Tasks will be scored and discussed during collaborative inquiry sessions. Impact on instruction will be highlighted. Teachers in grades K-4 all administer the end-of-unit assessments provided by Investigations. Assessments are scored, and discussed during collaborative inquiry. Time is devoted to planning for instruction based on student data. Teachers have been developing benchmark assessments and benchmark checklists as a grade. These tools are used when observing/conferring with students. Impact on instruction is highlighted during teacher discussion.

ELA – Teachers in grades K-4 routinely administer running records to determine the strengths and weaknesses of students and to inform a teacher’s instruction in reading. On-demand writing pieces are routinely administered to determine the writing strengths and weaknesses of students and to inform a teacher’s instruction in writing.

Professional Development Supports Assessment – Instructional coaches lead collaborative inquiry sessions and provide teachers with guidance and support in reviewing student work and planning effectively. In addition to the instructional coaches, Network professional developers provide our teachers with the necessary support in Mathematics to better understand student work and to plan effectively. The professional support of Metamorphosis (mathematics) provides lead teachers in all grades with the support and guidance to enhance knowledge of content, reflect on student work, and plan with a keener focus. The support is differentiated to meet the needs of the teaching staff.

Professional developers from teachers College guide and support all teachers K-4 in literacy. They provide teachers with a lens for reviewing student work and then reflecting on instructional implications. Teachers have input into the topics of study during the professional development sessions.

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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”

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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 2013-2014.

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 2013 and March 2014.
3. Provide parents with frequent reports on their children’s progress. Students in Grades K to 4 will receive a report card three times per 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 2013 and March 2014.
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 2013-2014.

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 2013 y en marzo 2014.
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 2013 y marzo 2014.
6. Involucrar a los padres en la planificación, revisión, y en el desarrollo de programas con la intención de mejorar la participación de los padres, en una manera organizada, continuada y oportuna.
7. Involucrar a los padres en el desarrollo de programas para la escuela, en una manera organizada, continua y a tiempo.
8. Ofrecer una reunión anual para informarles a los padres sobre la participación en el programa de Título I. La E.P. 199Q convocará la reunión después del horario escolar y ofrecerá otras reuniones para que los padres tengan la oportunidad de participar.
9. Proporcionar información a los padres en el idioma que puedan entender, siempre que sea posible.
10. Proporcionarles a los padres de los niños participantes información de manera oportuna acerca de los programas de Título I que incluye una descripción y explicación del plan de estudio de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños, y el nivel de dominio que se espera de los estudiantes.
11. A petición de los padres, la escuela les ofrecerá la oportunidad de tener reuniones donde puedan hacer sugerencias y participar de decisiones sobre la educación de sus hijos. La escuela va a responder a esas sugerencias tan pronto como sea posible.
12. Proporcionar a los padres un reporte sobre el rendimiento de sus hijos en los exámenes del Estado, en lectura y en matemáticas.
13. Proporcionar a los padres notificación cuando por cuatro semanas consecutivas o más, un maestro que no es altamente calificado, según la sección 200.56 del Título I, ha enseñado a sus hijos.

Responsabilidad de los padres

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

1. Vamos a asegurarnos de que nuestros hijos lleguen a la escuela todos los días a la hora señalada y dispuestos a aprender.
2. Vamos a asegurarnos de que la tarea esté completa.
3. Vamos a estar pendientes de que los niños no vean mucha televisión.
4. Vamos a ser voluntarios en las clases de nuestros hijos.
5. Vamos a participar, cuando sea apropiado, en las decisiones sobre la educación de nuestros hijos.
6. Vamos a promover el uso positivo de actividades extracurriculares de nuestros hijos.
7. Vamos a mantenernos informados acerca de la educación de nuestros hijos y vamos a leer todas las notas que la escuela mande con nuestros hijos, o por correo, y vamos a responder como corresponda.
8. Vamos a hacer lo posible por participar en grupos de asesoramiento sobre políticas, tales como en el comité de Título I, en el Consejo de Asesoramiento para la política escolar a nivel del Distrito, y en el equipo de liderazgo de la escuela u otros grupos de asesoramiento.
9. Vamos a reforzar en casa los valores de comportamiento que la E.P. 199Q enseña.

Responsabilidades de los estudiantes

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

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

Firmas:

Escuela

Padre(s)

Estudiante

Fecha

Fecha

Fecha

2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 24	Borough Queens	School Number 199
School Name Maurice A. Fitzgerald School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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 Amarilis Lantigua	Parent Luis Enirque Alban
Teacher/Subject Area Haydee Ciampo	Parent Coordinator
Related Service Provider Gale Majowka	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	6	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	971	Total number of ELLs	404	ELLs as share of total student population (%)	41.61%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)	1													1
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	5	3	5	4	1									18
self-contained	0	3	0	0	3									6
Total	6	6	5	4	4	0	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	404	Newcomers (ELLs receiving service 0-3 years)	262	ELL Students with Disabilities
SIFE	5	ELLs receiving service 4-6 years	15	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	25									25
Dual Language										0
ESL	359	5		15						374
Total	384	5	0	15	0	0	0	0	0	399

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	25	0	0	0	0									25
SELECT ONE														0
SELECT ONE														0
TOTAL	25	0	25											

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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	57	46	38	47									270
Chinese	1	5	3	0	2									11
Russian	0	1	0	0	1									2
Bengali	12	9	12	7	6									46
Urdu	1	1	1	0	0									3
Arabic	1	3	1	0	1									6
Haitian	0	0	0	0	0									0
French	0	2	0	0	0									2
Korean	2	1	0	1	1									5
Punjabi	1	0	3	0	0									4
Polish	0	0	0	0	0									0
Albanian	1	0	0	0	1									2
Other	21	10	7	7	8									53
TOTAL	122	89	73	53	67	0	0	0	0	0	0	0	0	404

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	7	2	5	9	7									30

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	19	35	9	21	17									101
Advanced (A)	71	47	42	43	31									234
Total	97	84	56	73	55	0	0	0	0	0	0	0	0	365

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	50	24	4	0	78
4	32	28	4	0	64
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	37	1	27		17		4		86
4	28		33		8		3		72
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		10		38		19		74
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

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

Paste response to questions here:

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

Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Paste response to question here:

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

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 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. The data shows our ELLs are not meeting benchmarks in reading as evidenced by the TCRWP Reading level benchmarks across the year. Also, the data shows our ELLs are not meeting benchmarks in 3rd and 4th grade Math Periodic Assessments. 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 reading, writing and math strategies.
- Extended Day After School Program for ELLs in Grades 1 to 4 with a strong focus on literacy and math will be provided.
- Saturday Morning Program for ELLs in Grades 3 and 4 with a strong focus on non-narrative reading, writing and math 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 math, reading and writing. Coaches, Network Support Specialists, Teachers College Staff Developers and Metamorphosis math staff developer will focus their support on enhancing math, reading and writing for ELLs.
- Inquiry Teams will focus on math, reading and 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 with content area teachers.

Network Support Specialists, Teachers College Staff Developers and Metamorphosis math staff developer will provide additional support to teachers in applying Danielson Best Practices and CCSS in the areas of math, reading and writing

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 math and literacy strategies;
- To provide Extended Day After School Program for ELLs in Grades 1 to 4 with a strong focus math, writing and reading;
- To provide Saturday Morning Program for ELLs in Grades 3 and 4 with a strong focus on reading, writing in the content area and math; and
- To have Inquiry Teams focus on math and literacy 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.PS 199 implements an effective RTI model for all students, including ELLs,that consist of an Extended Day program and small group instruction throughout the school day (AIS). Students are identified at the beginning of the year based on TC Running Records. Tier 2 interventions include Foundations for lower grades and Wilson for the upper grades provided during AM Program by the literacy specialist (AIS teacher). Parents are notified when a child begins to receive RTI intervention. Teachers monitor the child's progress and change strategies if necessary using assessments to determine the child's needs.

6.Students' second language development is considered in all instructional decisions. Students' language acquisition levels are considered when conducting one-on- conferences and running records. Depending on the task, students may be grouped according to language proficiency levels.

7. For dual language programs, answer the following: N/A

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?

8.. 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
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.

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

6. 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.) 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. 

Paste response to question here:

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, after the English Language Learners (ELLs) are identified, the students are administered the LAB-R (and the LAB Spanish test, when applicable) within ten days of enrollment. Two Bilingual Pedagogues, Mrs. Davi and Ms. McLoughlin, administer the Spanish LAB to eligible students. 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.

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.

Entitlement letters are sent home with the student whose LAB-R scores or NYSESLAT scores indicate they are eligible to receive services and one is placed in their cumulative record folder on an ongoing basis as ELLs are identified and placed during the school year.

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. Describe the steps taken to administer all sections of the New York State English As a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After initial ELL identification a review of the RLER and RLAT is made to determine NYSESLAT eligibility. The ESL Coordinator and the Testing Coordinator/Assistant Principal identify all students who are required to take the NYSESLAT using the ATS report RLAT and RLER (the NYSESLAT eligibility roster). The testing coordinator schedules and ensures that all four modalities (reading, writing, listening and speaking) are administered according to the guidelines outlined by the NYC DOE and New York State Education Department. The ESL Coordinator attends Citywide NYSESLAT training and turnkeys to staff involved with the administration and scoring of the NYSESLAT.

6. 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.) 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.

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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

1. ESL instruction is delivered in a Push/In model or ESL self contained classes. 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. In addition to the co-teaching model. the ESL teacher provides small group targeted instruction. ELL students are grouped heterogenously in each class including the Self-Contained ESL classes.

Bilingual instruction is delivered in a TBE program in Kindergarten. (needs to expand)

2. Five ESL teachers provide instruction, utilizing ESL approaches and methods based on NYS ESL Standards and NYS Common Core Standards. Classes are organized with a concentration of English Language Learners at similar proficiency 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 period. Certain ESL providers are designated to specific grades and classes.

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.

ELL students are taught math, social studies and science using ESL strategies as described above to enhance their learning and meet the demands of the Common Core Learning Standards. Students are taught in small strategy groups within the classroom to foster their language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Bilingual specialist conducts the LAB-R Spanish during the LAB-R administration for Spanish-speaking eligible students.

Multiple assessments, e.g., student portfolios, state standardized tests (NYSESLAT/LAB-R) informal assessments, (running records, conference notes), are used to drive content area instruction as well as language development.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities on an ongoing basis through running records, conference notes, writing on demand, end-of-unit writing pieces, rubrics and checklist (for listening and speaking).

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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.

b. 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.

c. ELL students who have received ELL services 4-6 years will be targeted for academic intervention through differentiated scaffolded instruction and small group with an emphasis on building academic language. In addition, they will receive AIS reading and AIS math

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

e. Former ELLs are placed in classrooms with an ELL concentration so that they still get the support from the push-in ESL teacher when needed. They are invited to participate in the AM Program, Extended Day/After School Program and Saturday Program for academic support. Former ELLs in grades 3 and 4 will continue to receive ELL testing accommodations.

7. 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.

8. 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.

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	45 minutes per day	45 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
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

9. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers, including content area teachers and ESL teachers focus on language development when planning and delivering instruction. ESL teachers push in during reading and writing workshop in order to support students' language development and literacy skills. In addition, ESL teacher push in during Science and Social Studies in order to build language through the content area. According to the 2013 Science State Test, 57 (73%) out of 74 ELL grade 4 students scored at levels 3 and 4. Compared to the previous year, the percentage of students who scored at the Proficient level on the NYSESLAT increased from 14.3% to 28%. The Progress Report score for

our school has achieved a 75th growth percentile or higher in English and Math. Additionally, ELLs have moved from SC/ICT/SETSS to a less restrictive environment at the same 75th growth percentile or higher as outlined by the Progress Report. This rate of growth shows exceptional gains for our school.

11. 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.

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

No programs or services for ELLs were discontinued.

13. 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.

14. 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.

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

Native language is supported in both our ESL and Bilingual Spanish programs. 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. Content area instruction (science, social studies, and mathematics) is taught in both Spanish and English using ESL strategies and instructional scaffolding techniques; as per LAP, 60%/40% (Spanish to English ratio) for Beginners, 50%/50 % for Intermediate and 25%/75% for Advanced students.

16. 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. P.S. 199 ensures that required services and resources support our ELLs' ages and grade levels. Every effort is made to provide every ELL student with the necessary age and level appropriate high-interest materials, books and supplies to spark their interest.

17. 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.

18. What language electives are offered to ELLs?

P.S. 199Q does not offer language electives to students.
19. N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development opportunities will be offered through TC summer professional development, faculty conferences, grade conferences, school-based and network 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 16 days of the school year.

Math professional development is provided by Network Support Specialist, Metamorphosis, Math Planning for Math LeadTeachers.

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

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. Metamorphosis Math staff developer Stephanie Slabic works with, cross-grade level teams in the following areas:

- 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.
- * reflecting on best practices in teaching methodologies (utilizing Danielson Framework).

I work closely with the fourth grade teachers throughout the middle school articulation process. All fourth grade students are given an articulation form which is filled out by the teacher and the student. I explain carefully to the teachers which part is required by the student and which is required by the teacher. Student needs including special education services, ELL services, and at risk services are all included on the form. I also speak with the middle school counselor at I.S. 125 about any student needs that are of particular concern.

Each year we take a walking trip to I.S. 125 with the entire fourth grade class, their teacher, some parents and the Principal, in order to prepare them for the transition.

In September 2012, Ms. Noreen Deluca, Director for Student Services/Special Education/ELL, presented on assessing schools needs, organizing and managing school counseling services, and an explanation of the unique program offerings in the NYC schools, including English Language Learners (ELL), Transitional Bilingual Education (TBE), Dual language and English as a Second Language (ESL). This is helpful particularly in making decisions as to which program best meets the students' needs.

The testing coordinator, literacy/math coaches, as well as the ELL specialist, hold on going professional development for the staff on testing procedures for ELL students, such as testing modifications, data analysis, promotional exemptions, etc. P.S. 199 documents everything in order to maintain our records for extra needed training throughout the school year.

One ELL support is including visuals throughout instruction. For the past three years teachers have been trained and implemented Thinking Maps into their curriculum. 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. ELLs are beginning to independently use Thinking Maps as a tool to organize and show their thinking

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

sPaste response to questions here 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.):

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony M. Inzerillo	Principal		10/31/13
Mrs. Gerhards/Ms. Morrison	Assistant Principal		10/31/13
	Parent Coordinator		1/1/01
Ms. McLoughlin	ESL Teacher		10/31/13
Luis Enrique Alban	Parent		10/31/13
Amarilis Lantigua	Teacher/Subject Area		10/31/13
Haydee Ciampo	Teacher/Subject Area		10/31/13
Jennifer Vallerugo	Coach		10/31/13
Mary Dentrone	Coach		10/31/13
Alison Colchamiro	Guidance Counselor		10/31/13
	Network Leader		1/1/01
Gale Majowka	Other <u>Speech</u>		10/31/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 (RHLLA dated November 12, 2013) 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 968 students who speak 33 different languages. Approximately 45% of our students are English Language Learners. Approximately 46.38% of our student population speak Spanish at home, 9.30% speak Bengali and 4.75% 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.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Maurice A. FitzGerald School	DBN: 24Q199
This school is (check one):	
<input 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: 465
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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:
of certified ESL/Bilingual teachers:
of content area teachers:

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.

Teachers College Reading and Writing Project Professional Development includes:

Part C: Professional Development

- **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

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.

Part D: Parental Engagement Activities

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		
TOTAL		