Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **MAURICE A. FITZGERALD SCHOOL**

Principal: **ANTHONY M. INZERILLO**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q199

School Type: Public School Grades Served: K to 5

School Address: 39-20 48 Avenue, Long Island City, NY 11104

Phone Number: 718-784-3431 Fax: 718-786-1375

School Contact Person: Anthony M. Inzerillo Email Address: ainzeri@schools.nyc.gov

Principal: Anthony M. Inzerillo

UFT Chapter Leader: Agata Natkaniec and Alexa Ruffinatti

Parents' Association President: Luis Alban

SLT Chairperson: Alison Colchamiro

Student Representative(s): N/A

District Information

District: 24 Superintendent: Madelene Chan

Superintendent's Office Address: 98-50 50 Avenue, Corona, NY 11368

Superintendent's Email Address: MChan2@schools.nyc.gov

Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis

Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony M. Inzerillo	*Principal or Designee	
Agata Natkaniec, Alexa Ruffinatti	*UFT Chapter Leader or Designee	
Luis Alban	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Donald Lubin	CBO Representative, if applicable	
Irene Gerhards	Assistant Principal	
Diane Albornoz	Parent	
Anaisa Kudoh	Parent	
Maria Chalen	Parent	
Arlette Chrzanowski	Parent	
Alison Colchamiro	UFT Member	
Rachel Diaz	UFT Member	
Kristin Puleio	UFT Member	
	Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 199Q, Community School District 24, is a K-5 elementary school serving the communities of Woodside, Sunnyside, and Long Island City, New York. The school is housed in a three story building, two transportable classroom units (4 classrooms), an annex (4 classrooms) three blocks away (St. Raphael School), and an annex (7 classrooms) five blocks away (P.S. 343Q – Q313). The total register as of December 2, 2014 is 1,074. There are a total of 46 classes: eight fifth grade classes, eight fourth grade classes; eight third grade classes; eight second grade classes; eight first grade classes; and six kindergarten classes (five monolingual classes and one bilingual class).

The average class size in kindergarten is 22 students. The average class size in grade one is 26 students. The average class size in grade two is 27 students. The average class size in grade three is 26 students. The average class size in grade four is 23 students. The average class size in grade 5 is 21 students.

The student population is composed of students speaking 30 languages. There are 839 students who speak a language other than English. The most prominent languages spoken at home are: Spanish, Bengali, Nepali, and Tibetan. The student population can be described as follows: 60.29 percent Hispanic, 31.31 percent Asian, 5.77 percent White, 0.55 percent Black.

P.S. 199 is a Title I Schoolwide Program school. The socio-economic data for 2013 indicates that 76.6 percent of the students are eligible for free lunch.

According to the Basic Education Data System ("BEDS") report dated April 4, 2014, a total of 100 percent of the teachers are fully licensed and are permanently assigned to this school. There are 4 administrators, 6 paraprofessionals, 2 guidance counselors (one monolingual and one bilingual), 1 nurse, 13 school aides, 3 school secretaries, 4 custodial staff members (including the head custodian and fireman).

Support Programs:

Special Education: Mandated programs and student enrollment

SETSS (Resource Room):	26
Mandated Counseling:	13
Speech and Language:	58
Hearing Education:	1
Physical Therapy:	4
Occupational Therapy	3

English Language Learners:

P.S. 199 is required to have both a Bilingual Program and an ESL Program.

4. 39.85 percent of the students are English Language Learners.
5. 1 bilingual/Spanish class service 20 Spanish speaking students.
6. 408 students in grades kindergarten through fifth grade participate in an English as a Second Language Program which is provided by five ESL teachers.

Current Instructional Program

P.S. 199 is comprised of 46 classes from kindergarten through fifth grade. With the exception of kindergarten, there is one homogeneously grouped class on each grade. Students in the homogeneously grouped classes are at or above grade level in reading, writing and mathematics. The remaining classes are heterogeneously grouped. For many years we have been designated as a Teacher's College Reading and Writing Project school. Schools from across the city, state, country and world have sent their teachers and administrators to P.S. 199 for classroom visitations. These intervisitations have afforded other teachers and school leaders the opportunity to observe the structures and instructional program for reading and writing.

In April, 2014, all New York State students in Grades 3 and 4 were administered the 2014 New York State English Language Arts and Mathematics Exam. An analysis of the 2014 New York State ELA and Mathematics Exams reveals the following:

2014 ELA Overall and Growth Results

2014 Grade 3 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
35.4	43.1	**-7.7**	34.8	31.9	**+2.9**	27.5	23.9	**+3.6**	2.2	1.1	**+1.2**	29.8	25.0	**+4.8**

2014 Grade 4 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
26.6	19.6	**+7.0**	37.0	47.8	**-10.8**	24.5	22.5	**+2.0**	12.0	10.0	**+2.0**	36.4	32.5	**+3.9**

2014 Grades 3 and 4 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
30.9	30.7	**+0.2**	35.9	40.3	**-4.4**	26.0	23.2	**+2.8**	7.2	5.8	**+1.4**	33.1	29.0	**+4.1**

All NYC Schools – Percentage of Students at Levels 3 and 4 in ELA

Grade/Year	NYC 2014	NYC 2013	NYC One-Year Change	P.S. 199Q One-Year Change	Difference from P.S. 199Q to NYC Schools
Grade 3	**29.9**	**28.1**	**+1.8**	**+4.8**	**+3.0**
Grade 4	**31.1**	**27.2**	**+3.9**	**+3.8**	**-0.1**

All NYC Schools Growth Percentages
Comparing the Performance of Students from 2013 (Grade 3) to 2014 (Grade 4) in ELA

Percent Levels 3 & 4		
2014 Grade 4	**2013 Grade 3**	One-Year Change
31.1	28.1	**+3.0**

P.S. 199Q Growth Results from Grade 4 (2014) to Grade 3 (2013) in ELA

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014 Grade 4	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change
26.6	43.1	**-16.5**	37.0	31.9	**+5.1**	24.5	23.9	**+0.6**	12.0	1.1	**+10.9**	36.4	25.0	**+11.4**

2014 Math Overall and Growth Results

2014 Grade 3 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
27.1	27.9	**-0.8**	25.4	34.5	**-9.1**	34.3	24.9	**+9.4**	13.3	12.7	**+0.6**	47.5	37.6	**+9.9**

2014 Grade 4 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
20.9	16.6	**+4.3**	27.7	34.6	**-6.9**	27.2	30.0	**-2.8**	24.1	18.9	**+5.2**	51.3	48.8	**+2.5**

2014 Grades 3 and 4 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change	**2014**	**2013**	One-Year Change
23.9	22.0	**+1.9**	26.6	34.5	**-7.9**	30.6	27.5	**+3.1**	18.8	15.9	**+2.9**	49.5	43.4	**+6.1**

All NYC Schools – Percentage of Students at Levels 3 and 4 in Math

Grade/Year	NYC 2014	NYC 2013	NYC One-Year Change	P.S. 199Q One-Year Change	Difference from P.S. 199Q to NYC Schools
Grade 3	**38.6**	**33.1**	**+5.5**	**+9.7**	**+4.2**
Grade 4	**40.0**	**35.2**	**+4.8**	**+2.4**	**-2.4**

All NYC Schools Growth Percentage
Comparing the Performance of Students from 2013 (Grade 3) to 2014 (Grade 4) in ELA

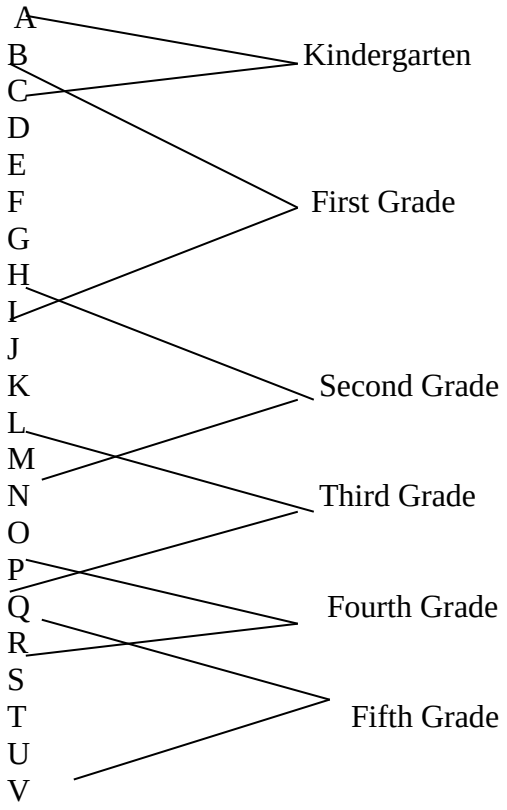
Percent Levels 3 & 4		
2014 Grade 4	**2013 Grade 3**	One-Year Change
40.0	33.1	**+6.9**

P.S. 199Q Growth Results from Grade 4 (2014) to Grade 3 (2013) in Math

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2014 Grade 4	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change	**2014 Grade 4**	**2013 Grade 3**	One-Year Change
20.9	27.9	**-7.0**	27.7	34.5	**-6.8**	27.2	24.9	**+2.3**	24.1	12.7	**+11.4**	51.3	37.6	**+13.7**

P.S. 199's Informal Reading Assessment:

P.S. 199Q utilizes Teacher's College Reading and Writing Project running records to assess students' reading level. The running records are an assessment system which consists of benchmark books that are coordinated with reading levels aligned with the Fountas and Pinnell leveled collections and reading systems. The charts below reflect the reading benchmark levels of students by grade and for each assessment period.



Note: No rigid division between grade levels exists.

Reading Levels for All Grades

September 2013 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	N/A	N/A	N/A	N/A
1	51.94%	12.62%	15.05%	20.39%
2	49.21%	18.32%	17.8%	14.66%
3	30.48%	11.76%	16.04%	41.71%
4	13.16%	34.21%	28.42%	24.21%

November 2013 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	0%	87.27%	0%	12.73%
1	29.95%	33.82%	21.26%	14.98%
2	44.39%	22.45%	28.06%	5.1%
3	26.92%	26.37%	12.09%	34.62%
4	21.61%	27.57%	30.27%	20.54%

January 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	5.98%	4.35%	68.48%	21.19%
1	22.82%	22.33%	26.21%	28.64%
2	32.81%	17.19%	29.17%	20.83%
3	32.26%	24.19%	10.75%	32.8%
4	17.68%	30.49%	29.88%	21.95%

March 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	4.37%	42.62%	33.88%	19.13%
1	25.12%	17.87%	40.58%	16.43%
2	28.72%	18.46%	33.85%	18.97
3	30.64%	17.34%	16.18%	35.84%
4	18.95%	23.16%	35.79%	22.11

June 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	11.11%	33.33%	50%	5.56%
1	40%	13.33%	13.33%	33.33%
2	37.5%	12.5%	37.5%	12.5%
3	46.15%	0%	7.69%	46.15%
4	16.67%	16.67%	66.67%	0%

Data Organized by Grade Level

2013-2014 Kindergarten Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2013	N/A	N/A	N/A	N/A
November 2013	0%	87.27%	0%	12.73%
January 2014	5.98%	4.35%	68.48%	21.19%
March 2014	4.37%	42.62%	33.88%	19.13%
June 2014	11.11%	33.33%	50%	5.56%

2013-2014 Grade 1 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2013	51.94%	12.62%	15.05%	20.39%
November 2013	28.02%	35.75%	21.26%	14.98%
January 2014	22.82%	22.33%	26.21%	28.64%
March 2014	25.12%	17.87%	40.58%	16.43%
June 2014	40%	13.33%	13.33%	33.33%

2013-2014 Grade 2 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2013	49.21%	18.32%	17.8%	14.66%
November 2013	44.39%	22.45%	28.06%	5.1%
January 2014	32.81%	17.19%	29.17%	20.83%
March 2014	28.72%	18.46%	33.85%	18.97
June 2014	37.5%	12.5%	37.5%	12.5%

2013-2014 Grade 3

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2013	30.48%	11.76%	16.04%	41.71%
November 2013	26.92%	26.37%	12.09%	34.62%
January 2014	32.26%	24.19%	10.75%	32.8%
March 2014	30.64%	17.34%	16.18%	35.84%
June 2014	46.15%	0%	7.69%	46.15%

2013-2014 Grade 4

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2013	13.16%	34.21%	28.42%	24.21%
November 2013	25.48%	32.48%	34.39%	7.64%
January 2014	17.68%	30.49%	29.88%	21.95%
March 2014	18.95%	23.16%	35.79%	22.11
June 2014	16.67%	16.67%	66.67%	0%

Reading Levels for All Grades

September 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	N/A	N/A	N/A	N/A
1	27.81%	34.76%	25.13%	12.3%
2	40.3%	20.4%	8.46%	30.85%
3	26.98%	26.46%	16.4%	30.16%
4	31.15%	19.67%	32.24%	16.94%
5	23.6%	29.19%	14.91%	32.3%

November 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	0%	25.81	0%	74.19%
1	37.4%	37.4%	23.66%	1.53%
2	38.14%	18.64%	16.95%	26.27%
3	20.86%	39.57%	12.83%	26.74%
4	15.75%	18.9%	40.16%	25.2%
5	19.72%	36.62%	16.2%	27.46%

Data Organized by Grade Level

2014-2015 Kindergarten Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	N/A	N/A	N/A	N/A
November 2014	0%	25.81	0%	74.19%

2014-2015 Grade 1 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	27.81%	34.76%	25.13%	12.3%
November 2014	37.4%	37.4%	23.66%	1.53%

2014-2015 Grade 2 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	40.3%	20.4%	8.46%	30.85%
November 2014	38.14%	18.64%	16.95%	26.27%

2014-2015 Grade 3 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	26.98%	26.46%	16.4%	30.16%
November 2014	20.86%	39.57%	12.83%	26.74%

2014-2015 Grade 4 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	31.15%	19.67%	32.24%	16.94%
November 2014	15.75%	18.9%	40.16%	25.2%

2014-2015 Grade 5 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	23.6%	29.19%	14.91%	32.3%
November 2014	19.72%	36.62%	16.2%	27.46%

Extended day programs offer remediation and enrichment services to students in grades 2 to 5. Extended Day Programs include Reading, Writing, Mathematics, ESL, Robotics, Snow Lions Program (Social-Emotional Program for our Tibetan students) and a CBO sponsored after school program.

Current strategies for improving instruction and student performance in English language arts include the implementation of a balanced literacy uniform curriculum consisting of: reading workshop, independent/partnership reading and writing, read aloud, storytelling, shared reading, guided reading, reading centers, book clubs, writers workshop, interactive read aloud, word study, Wilson Reading Program, and teacher/student reading and writing conferences. This approach will be continued in the 2014-2015 school year. Classroom libraries, reduced class sizes, academic support personnel (paraprofessionals included) in the classroom, and the assignment of two full-time instructional coaches will further support literacy instruction.

The Teachers College Reading and Writing Project partnership will continue to be implemented in grades K-5. Reading and writing workshop structures will provide students with strategies that will enable them to become proficient readers and writers as measured by increased performance and progress in New York State ELA

Exam. Student growth in reading and writing will be assessed on an on-going basis by teachers through reading assessment records, student and teacher reading and writing conferences and analysis of student writing and publications. Professional development to support the implementation of the reading and writing curriculum consists of sessions that include demonstration lessons, study group meetings and professional development workshops. The demonstration lessons and study group meetings are conducted by a Teachers College Staff Developer. Supervisors and teachers attend professional development workshops during the school year, participate in year-long Learning Institutes and participate in Teachers College Summer Institutes on the teaching of reading and writing (see below for a more detailed description). In addition, instructional coaches attend ongoing literacy coach study groups with a Teachers College staff developer. English as a Second Language teachers attend English Language Learner calendar days provided by Teachers College.

Teachers College Reading and Writing Project Professional Development includes:

1. Demonstration Teaching – This site-based professional development includes classroom demonstrations for reading and writing workshop provided by Teachers College Reading and Writing Project consultants. Cadres of teachers attend these sessions. Consultants provide direct support to all classroom teachers and instructional coaches. Supervisors participate in professional development sessions. Study group sessions, offer participants the opportunity to discuss the course of study which frames the classroom work, review student work and discuss the plans for the following units of study.

2. Mentoring/Leadership Institutes for Teachers – Teachers College Reading and Writing Project recognizes that professional development must be capacity building. The Project provides high-level and rigorous instruction to school teacher-leaders in the form of Leadership Institutes. During the 2014-2015 school year, classroom teachers and instructional coaches will continue to participate in Study Groups. At these sessions, individuals learn to lead study groups within the school, and to facilitate professional development within the school building.

3. Professional Development for School Leaders – The Project provides a separate and complementary system of professional development for school administrators. Each month, principals and assistant principals are invited to a presentation by a leading researcher, followed by ongoing study groups. These study groups meet to engage in a continuing study of topics of critical importance to school leaders. The goal of this professional development is to achieve school-wide integration of scientifically-based practices including curricular reform, adherence to the common core standards and regular assessment at every level of instruction. The principal of P.S. 199Q participates in these monthly professional development sessions during the entire school year.

4. 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. Classroom teachers, funded reading teacher, ESL teachers, and Instructional Coaches attend calendar days throughout the school year. These professional development sessions help support classroom instruction.

5. Institutes – Each summer our teachers and administrators are invited to participate in Teachers College Reading and Writing Project Summer Institutes. There are four summer institutes each summer. Institutes offer focused instruction on the teaching of reading and writing. Each day of the institute begins and ends with a keynote address. During the day, teachers and administrators attend courses on specific topics and small group sessions to help strengthen methods of teaching reading and writing. Administrators attend special sections developed for school administrators.

School based professional development activities include the use of coaches and AIS teachers to provide model demonstration lessons and in class support for new teachers (to the profession and to P.S. 199Q) and teachers in

need of assistance. Teachers meet by grade at the beginning of the school year to identify professional development activities that address the needs of the school community.

P.S. 199Q became a systemic school at the start of the 2001-2002 school year. P.S. 199Q is one of the model sites for New York City. Other schools in our district, across the city and across the country have sent their teachers and administrators to P.S. 199Q for classroom intervisitations. These intervisitations have afforded other teachers and school leaders the opportunity to observe the structures and instructional program for reading and writing instruction.

Reading instruction is supported by leveled classroom libraries (e.g. Scholastic, Sundance, Book Source, National Geographic, Rigby, and Wright Group) in all K to 5 classes. Classroom libraries include a variety of fiction and non-fiction novels and tradebooks in English and Spanish for bilingual classes, in order to enhance students' literacy experiences and support the instruction in all content areas. Kindergarten through grade five teachers use Words Their Way as a resource guide.

2014 NYS ELA results provide evidence that the literacy curriculum and the professional development supporting the teachers are effective. In 2013 grade 3 scored 25% in levels 3 and 4 and in 2014 36.4% of those same student scored in levels 3 and 4. This resulted in a one year gain (11.4%) of students scoring levels 3 and 4. P.S. 199Q out-performed the NYC average which only showed a 3.0% change from grade 3 to grade 4.

The 2014-2015 school year is the second year of the implementation of Investigations as the primary vehicle for math instruction in all grades, K-5. The curriculum is designed to engage students in making sense of mathematical ideas and follows an inquiry approach to instruction. The curriculum is designed to:

Support students to make sense of mathematics and become mathematical thinkers
Focus of computational fluency
Emphasize reasoning
Communicate mathematics content to teachers
Engage the range of learners in understanding mathematics

The curriculum is aligned with the Common Core Standards and includes the 8 math practices. Mathematics instruction in grades K-2 is scheduled for 60 minutes. Instruction in grades 3-5 is scheduled for 75 minutes. Two instructional coaches support the implementation of the Investigations curriculum. One AIS teacher follows a pull-out model and works with designated students for targeted remedial instruction. Professional development in mathematics is provided by Metamorphosis which is aligned with the methodology of the Investigations curriculum. NYS Math results provide evidence that the Investigations curriculum and the professional development supporting the teachers are effective. In 2013 grade 3 scored 37.6% in levels 3 and 4 and in 2014 51.3% of those same student scored in levels 3 and 4. This resulted in a one year gain (13.7%) of students scoring levels 3 and 4. P.S. 199Q out-performed the NYC average which only showed a 6.9% change from grade 3 to grade 4.

The New York State Science curriculum is followed throughout all grades. Non-fiction books, and reading and writing workshops enhance the science curriculum and promote reading in the content area. The FOSS science instructional program is aligned with the State and City standards. FOSS kits focus on hands-on instruction where students are given opportunities to use an inquiry-based approach to predict, explore and use scientific thinking processes to investigate science concepts. Five cluster teachers service all classes in grades K to 5 for one to three 50 minute periods a week.

There are five self-contained Special Education classes and six Integrated Co-Teaching classes. In addition, the special education programs include Special Education Teacher Support Services, Speech and Language Therapy, Counseling, Vision Services, Physical Therapy, Occupational Therapy and Hearing Education

Services.

The Individualized Education Program (IEP) is a collaboratively developed plan based on information provided by parents, assessment professionals, instructional personnel, related service providers and where appropriate, the student. During annual, requested, re-evaluations, and triennial reviews of a student's IEP, the IEP Team determines which services the student needs or no longer requires. The IEP Team must consider the student's ability to participate with typically developing peers, to the greatest extent possible; the student's strengths (in English and in other than English language for English Language Learners); parents' concerns for enhancing the student's education; the results of the most recent assessments; the student's language needs if the student is an English Language Learner; the communication needs of a student and positive behavior strategies for a student. The IEP Team must also consider the present levels of performance; the need for supplementary aids and services; the extent to which the student will not participate with non-disabled students in general education classes and the location (in the general education classroom or a separate location) for Special Education Teacher Support Services and/or Related Services. Upon review, the IEP Team may recommend the decertification of a student from special education programs or decertification of a student from special education programs with the provision of appropriate support services for up to one-year following the student's declassification. A student who continues to require on-going special education services for more than a year is not appropriate for declassification services. Declassification support services are intended to support the decertified student while he/she makes the transition from a special education program to a general education program with no other special education services. Academic Intervention Services can be provided to assist with the transition from a special education program to a general education program with no other special education services. During reorganization of classes special education students will be clustered appropriately to support the implementation of Special Education Teacher Support Services (SETSS).

Funded programs assist students who are in need of additional support and help improve student performance. AIS Reading follows a push-in/co-teaching model. Funded Math program follow a push-in/pull-out model. The ESL program follows push-in/co-teaching model. Designated paraprofessionals have been trained in the reading intervention, Reading Rescue.

The AIS Reading Program is a remedial program designed to improve the reading skills of students in grades 1-5 who are at risk of not meeting grade benchmarks and/or state performance standards. The AIS Reading Program is a literacy instructional model that provides students in grades 1 to 5 with targeted instruction in reading and writing. The literacy program is designed to assist students with attaining reading growth in their respective grade levels.

The Parent Coordinator implements a variety of strategies to involve parents in the education of their children. The Parent Coordinator conducts a structured parent involvement program that attracts and maintains a high level of parent participation. Workshops are scheduled twice a month based on topics that address the needs and/or interests of parents as determined by feedback from evaluations and surveys. The Parent Coordinator develops a monthly Parent Newsletter and a monthly calendar to keep parents informed of school activities and events.

The English as a Second Language Program is conducted by five ESL teachers. English language learners in kindergarten through fifth grade receive instruction utilizing ESL approaches and methods based on NYS ESL Learning Standards. The instruction prepares students to participate in the English language literacy activities conducted by the classroom teacher. Classes are organized with a concentration of English language learners. ESL teachers push-into classes for a total of at least 360 minutes or 180 minutes depending on the language proficiency of English language learners in the class.

The Funded Math Program is a push-in/pull-out program servicing students in grades K through 5 who are at-risk or who have not met New York State performance standards. Following a push-in/pull-out model, groups

of 8-15 students attend 3 to 5 sessions each week for a period of 40 weeks. The Funded Math teachers provide academic intervention services and supplement instruction in the general curriculum to assist students at risk of not achieving grade level on the New York State Mathematics Exam.

P.S. 199Q participates in the Arts. P.S. 199Q has developed partnerships and collaborations with many cultural organizations. These partnerships provide direct instructional services to students in art, music, dance and theatre. A partnership for music has been developed with Creative Music (Mr. Ayanda Clark). Creative Music services one Grade 3 class, one Grade 2 class, two Grade 1 classes and seven Kindergarten classes. New York City Ballet and New York Children's Theater (formerly known as Making Books Sing) are the arts partners for drama, dance and music. New York City Ballet services five Grade 5 classes, six Grade 4 classes, four Grade 3 classes, six Grade 2 classes and two Grade 1 classes. New York Children's Theater (formerly known as Making Books Sing) services three Grade 5 class, two Grade 4 classes, three Grade 3 classes, one Grade 2 class and three Grade 1 classes. Every class at P.S. 199Q is engaged with at least one arts partners. We will be developing additional partnerships with other cultural arts institutions. Councilman Jimmy Van Bramer provides funding for an arts partnership through Queens Theater in the Park. One P.S. 199Q teacher works side by side with a theater coach to support students in developing, writing, choreographing and performing a play. The play is performed in front of a live audience at Queens Theater in the Park in June 2015.

Sunnyside Community Services, a community-based organization implements an after-school program to support literacy at P.S. 199Q. The program services 125 students from kindergarten (Little Stars) through fourth grade. It is conducted Monday through Friday from 2:45 PM to 5:30 PM. Children receive assistance with homework and have the opportunity to participate in courses and clubs during the week. The courses offered include: art, dance/movement, photography and gym. To involve parents, the after school program offers parent workshops at P.S. 199Q. Throughout the year, parents have the opportunity to attend after school program performances that include holiday presentations, multicultural festivals, trips, and end of year celebrations.

For 4 years P.S. 199Q has maintained a partnership with the International Rescue Committee ("IRC") to serve the Tibetan population of students. This school year, the program was cancelled because of the IRC's lack of funding. However, P.S. 199Q was able to secure funding and maintain the program this school year. It has been renamed the "Snow Lion" after school program. The Snow Lion after school program provides homework help to our Tibetan students. The program also focuses on helping students develop their literacy skills through activities that highlight Tibetan culture and art. The after school program is committed to creating a learning environment were learning is fun and assist students to develop their social and academic skills. The Snow Lion after school program is currently serving 11 students on Wednesday and Thursday afternoons from 2:45 PM to 4:45 PM.

The school implements a values-based, conflict resolution program, Reaching Out, which guides all students in decision-making. School-wide literacy activities including "Book of the Month" highlight specific values on a monthly basis and support the implementation of a uniform and consistent Reaching Out Program. Each month a different value is highlighted. These values include honesty, perseverance, responsibility, peace, caring and sharing, love, etc. A school-wide culminating activity at the end of the school year affords the opportunity to embrace all the values in a special Reaching Out Day celebration.

Transition from P.S. 199Q to the intermediate school I.S. 125 includes the following activities for fifth graders:

1. The principal of I.S. 125Q will be invited to address Grade 5 students at a special assembly at P.S. 199Q
2. The principal of I.S. 125Q will be invited to meet with parents to provide an overview of the programs and activities offered at I.S. 125Q. Parents are given the opportunity to ask questions at this meeting.
3. P.S. 199Q fifth grade students visit I.S. 125Q. As part of their visit to the intermediate school, they

tour the building and learn about the activities and programs available.

4. I.S. 125Q will invite parents and students to an orientation at the end of the school year to learn more about the programs and services offered at I.S. 125Q.

School Strengths:

1. Rigorous literacy and math instruction.
2. P.S. 199Q offers extensive professional development opportunities to pedagogical members.
3. Collaboration amongst the school community (teachers, supervisors, parents, community members, CBOs, etc.).
4. Active PTA that works collaboratively with teachers and administration to support the students and school community.
5. P.S. 199Q received an "A" on the Progress Report during the 2010-2011, 2011-2012, and 2012-2013 school years.
6. 2013-2014 School Quality Guide indicates that P.S. 199Q scored excellent in Improvement on the State English and Mathematics exams for all students and lowest performing students (page 3).

School Accomplishments:

1. Established Professional Learning Communities in which teachers chose a learning focus.
2. Development of Professional Development Committee
3. Smooth transition of a new grade (Grade 5)
4. Continue to sustain the Grade 4 growth in ELA and Math

School Challenges:

1. Space utilization continues to be a concern. P.S. 199Q currently has two annexes and two transportable classrooms. The transportable units have been in place for approximately 20 years and are in dire need of repair or replacement.
2. Continue to meet the needs of our English Language Learners
3. Additional funding to support our instructional programs, after school programs, and social emotional programs.
4. Additional training to support special needs population (autism and behavior management)

Most Growth:

1. P.S. 199Q has made excellent progress in literacy and math as evidenced by the 2014 New York State ELA and Mathematics Exams, the 2013-2014 School Quality Guide and 2013 -2014 School Quality Snapshot.

Key Area of Focus:

4. 2013-2014 School Quality Snapshot and 2013-2014 School Quality guide indicated that P.S. 199Q received a poor rating for its special education population on student progress and student achievement in ELA and Math.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year, reading levels for the grade 4 Self Contained students, grade 4 ICT students, and grade 4 SETSS students demonstrated a lack of reading progress commensurate with their grades as evidenced by the students' reading levels:

12:1:1 Class
Percentage of Students

Date Number of Letter Levels of Progress	1	2	3	4
September 2013 to June 2014	50.00%	30.00%	10.00%	10.00%

SETSS
Percentage of Students

Date Number of Letter Levels of Progress	2	3
September 2013 to June 2014	57.14%	42.86%

ICT
Percentage of Students

Date Number of Letter Levels of Progress	0	1	2	3
September 2013 to June 2014	9.09%	27.27%	45.45%	18.18%

Results on the NYC School Survey indicate that 32% of the teachers who responded expressed a need to have sufficient equipment with which to teach their classes.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, There will be a 5% increase in the percentage of 12:1:1 and ICT students moving up 2 or more letter levels and a 5% increase in the percentage of SETSS students moving up 3 or more letter levels as measured by Fountas and Pinnell benchmark reading levels.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	**Target Group(s)**	**Timeline** *What is*	**Key Personnel** *Who is responsible*

for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	*Who will be targeted?*	*the start and end date?*	*for implementing and overseeing the activity/strategy?*
Teachers will develop an in-depth understanding of the CCLS Ensure teachers' understanding of the 8 evaluative Components of the Danielson Framework Teachers will engage in multiple, effective means of assessing students to identify learning gaps. Teachers will adjust lesson accordingly. Teachers will strengthen their understanding of content (via internet websites, prof. literature, staff developers from Teachers' College, Network, Metamorphosis, and instructional coaches) Teachers will improve teacher practice by engaging in a professional learning community Professional developers will differentiate their support to meet the needs of self-contained ICT and SETSS teachers Information gained as a result of the professional learning community will be implemented and monitored Train paraprofessionals assigned to self-contained and ICT classes in computer based intervention instruction (ELA)and/or another intervention program Purchase technical and other equipment to enhance classroom instruction	Grade 5 students in self-contained , ICT, and SETSS program	Sept 2014 to June 2015	Grade 5 teachers and paras of the self-contained, ICT, and SETSS program; Grade 5 classroom teachers who support SETSS students; instructional coaches; TC/Metamorphosis staff developers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Instructional coaches will support teachers that service the population of students. 2. Review of Assessment Pro to track progress of students.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**	X	**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
$40,000 to purchase computer lap tops for all teachers 4-day training for Special Education paraprofessionals (sub cost $480) Replace broken document cameras $1,500									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
There will be a 2% increase in the percentage of 12:1:1 and ICT students moving up 2 or more letter levels from September 2014 to February 2015. There will be a 2% increase in the percentage of SETSS students moving up 3 or more letter levels from September 2014 to February 2015.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	**X**	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
The following revisions will be made in order to achieve the goal: 1. Robotics program students will provide tutoring for designated Grade 5 students on Friday afternoons. 2. Designated teachers will receive professional development and training to support designated Grade 5 students in utilizing Imagine Learning software during the school day.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
11students have 3 or more behavioral anecdotals submitted during the period from September 2013 to June 2014. These behaviors create a culture in which not all students feel safe and supported.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June, 2015 there will be a 5% decrease in the number of students who have 3 or more behavior anecdotals submitted to Joan Gallagher in the main office .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
School psychologist, social worker, guidance counselors will meet regularly to review behavioral anecdotal	Students with 3 or more behavioral anecdotal	Sept. 2014 to June 2015	All staff
Personnel will differentiate the support and develop ways to redirect misbehavior. For example, establishing *PS 199 Community Awareness Project*	Students with 3 or more behavioral anecdotal	Sept. 2014 to June 2015	Teachers that service students with behavioral difficulties
Train teachers in different methods of behavior modification and Therapeutic Crisis Intervention ("TCI").	Students with 3 or more behavioral anecdotal	Sept. 2014 to June 2015	Teachers that service students with behavioral difficulties

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development for all teachers in effectively utilizing behavioral modification systems

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**	X	**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Supplies and materials to support the initiatives to redirect misbehavior $250									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 4. Specify a timeframe for mid-point progress monitoring activities.				
By February, 2015 there will be a 2% decrease in the number of students who have 3 or more behavior anecdotals submitted to Joan Gallagher in the main office .				
Part 6b. Complete in **February 2015.**				
3. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 6. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Results from 2013-2014 Advance Domain 3b – Questioning and Discussion Techniques, indicated that 68.30% of the teaching staff demonstrated effective and highly effective.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June, 2015 there will be an overall increase of 5% in teachers scoring in the Effective and Highly Effective levels of performance on Danielson component 3b.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 11. Strategies to increase parent involvement and engagement 12. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Establish a professional development committee (5 members selected by principal, 5 members selected by UFT representative)	All Staff	Sept. 2014 to June 2015	All Staff
Establish professional learning communities with input from the professional development committee members			
Support the professional learning committees within their chosen area of focus by providing articles, feedback Learning Opportunity videos Align Teachers College support, Metamorphosis Support and coach support with the specific focus of the professional learning communities.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

12.	Instructional Coaches and Teacher's College Staff Developers to support teachers in the work of their Professional Learning Communities.
13.	Intervisitations among staff members at P.S. 199Q
14.	Study the indicators and characteristics associated with Danielson Framework Domain 3b.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**	X	**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Teacher College staff developers $ 32,000 Metamorphosis staff developers $ 5,000 K and grade 1 teachers to collaborate afterschool $15,000									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 6. Specify a timeframe for mid-point progress monitoring activities.				
By January, 2015 there will be an increase in the number of teachers scoring effective or highly effective in Domain 3b by 2%				
Part 6b. Complete in **February 2015.**				
5. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 8. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the 2013-2014 School Quality Guide and the School Quality Snapshot, P.S. 199Q met the target in school progress and student performance. During the 2014-2015 school year, 22 staff members participated in a leadership role throughout the 2013-2014 school year.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to maximize staff talents and strengths and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, we will creates a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2015 there will be a 10% increase in the number of teachers that participate in a leadership role.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Monthly executive board meetings w/PTA Provide opportunities for teachers to have input in curriculum choice, design and development	School Staff and Students	Sept. 2014 to June 2015	School Community
Provide opportunities for teachers to assume leadership roles on various school committees (SLT chairperson, Science Fair chairperson, career day chairperson, Grade 5 yearbook chairperson, graduation chairperson, Grade leaders, professional development committee, School Assessment Team, mentoring committee, MOSL committee). Provide opportunities for teacher leaders to attend Network workshops to support teacher leaders.			

Support teacher growth via instructional coaches, Professional Learning Communities Initiative, Network PD, Teachers College PD, Metamorphosis PD			
Purchase teacher requested materials, supplies and professional development opportunities to enhance professional growth. Book of the Month - to set a positive tone within the school community. Selected books highlight a value/virtue. The monthly books are shared with parents as well as the value/virtue the book encourages.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
4. Network staff developers to provide support to teacher leaders. 5. Funding to purchase materials, supplies and professional development to enhance participation in teacher leadership.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**	X	**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
$1,000 set of 12 books for each month $40,000 to supplement curriculum (classroom libraries, science kits for new grade 5, replenish math manipulatives (number lines and number charts)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 8. Specify a timeframe for mid-point progress monitoring activities.				
In order to maximize staff talents and strengths and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, we will creates a school-wide culture of shared and distributed leadership across all stakeholders so that by January 2015 there will be a 5% increase in the number of teachers that participate in a leadership role.				
Part 6b. Complete in **February 2015.**				
7. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 10. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
NYC School Survey indicates that only **69%** of the parents who responded to the survey indicated that they have been invited to an event at their child's school (workshop, program, performance) 3 or more times. NYC School Survey indicates that only **59%** of the teachers who responded to the survey indicated that the school offers a wide enough variety of programs, classes and activities to keep students engaged.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
In order to collaborate with families as partners in the learning and development of their children P.S. 199Q will increase the number of programs/activities families/parents are invited to during the 2014-2015 school so that by June 2015 there will be an 10 % increase in parent attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
CBO –Sunnyside Community Services STEM Fairs Healthy Minds/Healthy Body Fair Sunnyside Stars – Performance NY Cares (sports and recreation) Financial Literacy with local bank	parents/families	Sept. 2014 to June 2015	All staff
Parent Teacher Association Harvest Festival Book Fair Boutique			

Student/Parent Dance Evening Comedy Show Monthly PTA meetings Carnival			
School Events Parent Teacher Conferences Parent Teacher Curriculum Conferences Title 1 Workshops (ELA, Math) Western Queens Counseling Career Day Reading/Writing Class Celebrations Parents as Readers Open School Week Parent Workshops organized by Parent coordinator Middle School Articulation Science Workshops NYS ELA and Math Exams			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
11. Parent coordinator will conduct monthly parent workshops. 12. The school community will work together to increase the programs/activities offered to P.S .199Q families.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**	X	**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
$10,000 for parent workshops and career day									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
Increase the number of programs/workshops/events hosted by the school by 5% in January, 2015 compared to January, 2014.				
Part 6b. Complete in **February 2015.**				
9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	P.S. 199Q prioritizes students eligible for these services based on performance on running records, results of the NY State ELA Exam, classroom assessments, Investigations Math pre-assessment, etc.	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 teacher and classroom teachers work collaboratively to implement reading and writing workshop structures to support reading instruction. This AIS support occurs during the school day. AIS reading teacher provides services to struggling students who are at risk of not meeting grade benchmarks. Teachers incorporate a	Small Group and One-to-One	During the school day, Saturday Program, and Wednesday/Thursday After School Program

		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, Fundations, Wilson Reading, etc. AIS services are provided to assist students in acquiring proficiency in the four communication skills (listening, speaking, reading and writing) necessary for basic interpersonal communication and acquiring cognitive academic proficiency. Language and content instruction is integrated simultaneously and systematically. This support occurs during the after school and Saturday programs. 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 after school, and /or on Saturdays.		
Mathematics	P.S. 199Q prioritizes students eligible for these services based on performance on results of the NY State Mathematics Exam, classroom assessments, Investigations Math pre-assessment, etc.	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 math strategies which focus on building fluency in the basic facts of addition, subtraction, multiplication, and division. Lessons include manipulative objects and representational lessons using student drawings to help the student understand math operations. Students who have been identified as not meeting or are at risk of not meeting CCLS participate in extended day math after school and/or on Saturday.	Small Group and One-to-One	During the school day, Saturday Program and Wednesday/Thursday After School Program

		Teachers incorporate a variety of conceptual, computational and problem solving skills to assist with mathematics instruction		
Science	Students who have been identified as not meeting or at risk of not meeting New York State science standards	Students participate in extended day program and small group instruction during the school day. The teacher provides support through a variety of instructional strategies.	Small Group and One-to-One	During the school day, Saturday Program and Wednesday/Thursday After School Program.
Social Studies	Students who have been identified as not meeting or at risk of not meeting New York State social studies standards	Students participate in extended day program and small group instruction during the school day. The teacher provides support through a variety of instructional strategies.	Small Group and One-to-One	During the school day, Saturday Program and Wednesday/Thursday After School Program.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher recommendation via School Assessment Team	The Guidance Counselors provide AIS counseling services to students based on individual needs. Counseling services are provided for students who are at risk of not attaining performance standards. Counseling services include one-on-one sessions and group sessions focusing on behavior management, academic support, conflict resolution, and crisis intervention.	Small Group and One-to-One	During the school day and during After School Program

		The School Psychologist and School Social Worker provides AIS counseling services to students based on individual needs. Counseling services are provided for students who are at risk of not attaining performance standards. The School Nurse provides counseling to students based on individual health needs (asthma, obesity, etc.) Western Queens Consultation Center provides at-risk counseling to students in their families.		

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
1. Mentors are assigned to support new teachers. 2. The pupil personnel secretary will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines 3. Instructional Coaches are assigned to support new teachers and/or teachers in need of curriculum support 4. 100% of staff is Highly Qualified as per 2013-2014 BEDS data. We anticipate 100% of staff will be Highly Qualified in the 2014-2015 school year. 5. Established a partnership with Queens College and LaGuardia Community College in which we accept student teachers/interns to conduct field work in designated classrooms. 6. We provide professional development for our paraprofessionals in the anticipation they become future teachers of our school.

2b. 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).
A professional development team was formed during the Summer of 2014. The team met several times before the start of the school year to discuss the rollout of Professional Learning Communities. Consultants (such as Teacher's College and Metamorphosis) provide professional development to the pedagogical staff. Two instructional coaches will provide support to new teachers and new teachers to our school. Paraprofessionals are also trained in ELA, math and behavior strategies. The principal attends monthly conferences at Teacher's College and the assistant principals attend monthly Network meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Below is the transition plan to assist preschool children from early childhood programs to the elementary school program: 1. Special education students and parents will be invited in August 2015 for a tour of the school. Students and parents will meet their teacher, principal, assistant principals and other related service providers. Parents will have an opportunity to complete a survey of their child with the support of staff members. 2. In January 2015 letters will be hand delivered to several local preschools to be distributed to their students. The letters explain the registration process as well as providing the dates. 3. Parents will have an opportunity to visit P.S. 199Q from January to September 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. 4. From February to May parents will return for their appointments with their children and the completed forms. During this appointment parents and children will be 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. Although the DOE included a deadline, P.S. 199Q continued to welcome and register parents. 5. In April letters will be sent to incoming Kindergarten parents offering them placement in September. Parents will complete the placement form attached to the bottom of the letter and specify whether they reject or accept our offer. 6. In June 2015 we will host a Kindergarten orientation at which time parents will be given a tour of the main building as well as our Kindergarten annex building. Parents will be provided information about our Kindergarten instructional program and the principal will respond to any questions or concerns. 7. In August letters will be sent to all upcoming Kindergarten students advising them of their class assignment.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
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 which were approved by the principal. The MoSL options and their 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 2014. The team met in December 2014 to discuss modifications to the MoSL selections. In particular:

11.	The MoSL team discussed how the "50% rule" impacts teachers with multiple grade/subject assignments.
12.	The MoSL team discussed how 10 or more English Language Learners will impact the rating of K to 2 teachers.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$538,152	X	Pages 7 to 37 and 40 to 46
Title I School Improvement 1003(a)	Federal	$0	X	
Title I Priority and Focus School Improvement Funds	Federal	$0	X	
Title II, Part A	Federal	$281,219	X	Pages 7 to 37 and 40 to 46
Title III, Part A	Federal	$48,436	X	Pages 7 to 37 and 40 to 46
Title III, Immigrant	Federal	$0		
Tax Levy (FSF)	Local	$5,252,811		Pages 7 to 37 and 40 to 46

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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Anthony M. Inzerillo, Principal

Irene Gerhards, Assistant Principal **Margaret Morrison, Assistant Principal**

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Parent Involvement Policy (PIP)

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:

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of Dreambox;

2. providing parents with the information and knowldege needed to effectively become involved in planning and decision making in support of the education of their children;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

6. providing professional development opportunities for school staff 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:

1. 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;

2. 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;

3. ensure that the Title I funds allocated for parent involvement are utilized to implement workshops as described in our Parent Involvement Policy and the School-Parent Compact;

4. 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;

5. 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.;

6. conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, and accessing community and support services;

7. provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Annual School Report Card, School Quality Guide, School Quality Snapshot, Report, Quality Review Report, Learning Environment Survey Report, Common Core learning

Standards, New York State Exams;

8. 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;

9. 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;

10. translate all critical school documents and provide interpretation during meetings and events as needed;

11. 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:

13. holding an annual Title I Parent Curriculum Conference;
14. hosting educational information during Parent-Teacher Conferences and throughout the school year;
15. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
16. supporting or hosting Family Day events;
17. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
18. encouraging more parents to become trained school volunteers;
19. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
20. developing and distributing a school newsletter, grade specific newsletter, monthly calendar or web publication designed to keep parents informed about school activities and student progress;
21. utilize school planners/folders for regular written communication between teacher and the home;

School-Parent Compact (SPC) Template

[P.S. 199Q], 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.

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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 2014-2015.

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 2014, January 2015, March 2015, and May 2015
3. Provide parents with frequent reports on their children's progress. Students in Grades K to 5 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 2014 and March 2015.
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 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 parents of participating children, information in a timely manner about Title I programs that include 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. Upon parental request, 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 (Grades 4 and 5).
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. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in our children's classroom.
5. Participate as appropriate, in decisions relating to our children's education.
6. Promote positive use of our children's extracurricular time.
7. Stay informed about our children's education and communicate with the school by promptly reading all notices either received by our children or by mail and responding, as appropriate.
8. Serve, to the extent possible, on policy advisory groups, such as 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. Reinforce P.S. 199Q Reaching Out Values at home.

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 our homework every day and ask for help when we need to.
2. Read at least 30 minutes every day outside of school time.
3. Give our parents or the adult who is responsible for our welfare all notices and information received 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 delineará 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 2014-2015.

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 2014, en marzo 2015, y mayo 2015.
3. Brindarles a los padres frecuentes informes sobre el progreso de los niños. Los estudiantes en los grados 1-5 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 2014 y marzo 2015.
6. Involucrar a los padres en la planificación, revisión, y en el desarrollo de programas con la intención de mejorar la participación de los padres, en una manera organizada, continuada y oportuna.
7. Involucrar a los padres en el desarrollo de programas para la escuela, en una manera organizada, continua y a tiempo.
8. Ofrecer una reunión anual para informarles a los padres sobre la participación en el programa de Título I. La E.P. 199Q convocará la reunión después del horario escolar y ofrecerá otras reuniones para que los padres tengan la oportunidad de participar.
9. Proporcionar información a los padres en el idioma que puedan entender, siempre que sea posible.
10. Proporcionarles a los padres de los niños participantes información de manera oportuna acerca de los programas de Título I que incluye una descripción y explicación del plan de estudio de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños, y el nivel de dominio que se espera de los estudiantes.
11. A petición de los padres, la escuela les ofrecerá la oportunidad de tener reuniones donde puedan hacer sugerencias y participar de decisiones sobre la educación de sus hijos. La escuela va a responder a esas sugerencias tan pronto como sea posible.
12. Proporcionar a los padres un reporte sobre el rendimiento de sus hijos en los exámenes del Estado, en lectura y en matemáticas.
13. Proporcionar a los padres notificación cuando por cuatro semanas consecutivas o más, un maestro que no es altamente calificado, según la sección 200.56 del Título I, ha enseñado a sus hijos.

Responsabilidad de los padres

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

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

Responsabilidades de los estudiantes

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

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

Firmas:

_____	_____	_____
Escuela	**Padre(s)**	**Estudiante**
_____	_____	_____
Fecha	**Fecha**	**Fecha**

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 not 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 not 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%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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	Tot #
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

	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
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	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section 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
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/	B													

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Progam 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 Metamorphasis 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 Metamorphasis math staff developer will provide

additional support to teachers in appling 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 grad; 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 proficency 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 identifiied at the beginning of the year based on TC Running Records. Tier 2 interventions include Fundations 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 I, 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 elegible 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 progrm, 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 require 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 affered at your school aligned with parent requests? If no, why not? How will you build aligment 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. Appromimately 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 acquisiton 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 1and 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 targed 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, Extedenday Day/After School Program and Saturday Program for academic support. Former ELLs iin grades 3 and 4 will continue to receive ELL testing accomodations.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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:
   a. How much time (%) is the target language used for EPs and ELLs in each grade?
   b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
   c. How is language separated for instruction (time, subject, teacher, theme)?
   d. What Dual Language model is used (side-by-side, self-contained, other)?
   e. 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, Metamorphasis, 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. Metamorphasis 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 methodoligies (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, promotioal 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 instuction. 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 incude: 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 incude: 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 Speech		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 (RHLA 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.

Department of Education
Carmen Fariña, Chancellor

Division of Specialized Instruction and Student Support
Office of English Language Learners
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New York, New York 10007
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http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 199Q	DBN: 24Q199
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☒Saturday academy ☐Other: _____
Total # of ELLs to be served: 425 Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 12 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 8

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 lll guidelines for approximately 425 English Language Learners (ELL). All bilingual and ESL teachers are fully-certified. There is one bilingual transitional class in kindergarten and all five 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, 4 and 5 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 48 sessions beginning in October 2014 through May 2015 from 2:45 p.m. to 4:15 p.m. Group size will be maintained at 12-15 students per teacher. There will be a total of 6 classes for the Extended Day After School Program servicing approximately 90 ELLs. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the Common Core Learning Standards. The Saturday Program will meet for a total of 17 sessions beginning in November 2014 through May 2015 from 8:00 AM to 11:00 AM. Group size will be maintained at 12-15 students per teacher. There will be a total of 6 classes for the Saturday Program servicing approximately 90 ELLs. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the Common Core Learning Standards. Instruction will focus on Literacy, Science and Mathematics using ESL strategies to help students achieve higher scores on the NYSESLAT and state assessments. Supplementary materials will be provided to augment English, Native Language Arts, Science, Engineering 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. The program consists of an hour and a half of Intensive English, Math Instruction and ELA/NYSESLAT test prep and Robotics enrichment. A certified ESL teacher will provide ESL instruction to all classrooms. The

Part B: Direct Instruction Supplemental Program Information
focus will be based on vocabulary and oral language development. The program will be offered to ELL and former ELL students that are struggling. The program will support our English Language Learners in making academic gains, language acquisition and to increase their scores on the New York State ELA and Math tests as well as the NYSESLAT tests. Common Branch teachers work in conjunction with a certified Bilingual/ESL teacher during the program and the ESL teacher will rotate to the different classes to make this possible. There are 4 certified Bilingual/ESL teachers and 8 Common Branch teachers in the program. Some of the supplementary materials P.S. 199Q utilizes include: NXT Robots to support the Lego Robotics Program, 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
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 7:15 AM to 8:15 AM and/or 2:50 p.m. – 4:50 p.m. Professional Development will occur in October, November or December. 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

Part C: Professional Development
implemented in grades K-5. 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: • 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 8:40 a.m. to 9:40 a.m.

Part D: Parental Engagement Activities
(Monday to 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. 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: $48436		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $48436		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____