

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q199

School Name:

P.S. 199 MAURICE A. FITZGERALD

Principal:

ANTHONY INZERILLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 24Q199
Grades Served: Public School
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: Rachel Diaz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Arlette Chrzanowski
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

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Arlette Chrzanowski	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rachel Diaz	UFT Member	
Kristin Puleio	UFT Member	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 199Q, Community School District 24, is a Pre-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, and an annex three blocks at St. Raphael that contains Grades 1 and 2 (14 classrooms), and an annex eight blocks at St. Teresa that contains Pre-K and Kindergarten (8 classes). The total register as of June 1, 2015 is 1,054. There are a total of 46 classes: eight fifth grade classes, eight fourth grade classes; eight third grade classes; seven second grade classes; six first grade classes; six kindergarten classes and two Pre-K classes.

The average class size in Pre-K is 19 students. The average 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 25 students. The average class size in grade 5 is 23 students.

The student population is composed of students speaking 30 languages. ATS report code RSSS dated June 2, 2015 reflects the following: 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: 60.70 percent Hispanic, 30.7 percent Asian, 5.6 percent White, .76 Multi-Racial, and .38 percent Black

P.S. 199 is a Title I School wide 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 3 administrators, 6 paraprofessionals, 2 guidance counselors (one monolingual and one bilingual), 1 nurse, 16 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): 32

Mandated Counseling: 36

Speech and Language: 133

Hearing Education: 2

Physical Therapy: 15

Occupational Therapy 50

English Language Learners:

P.S. 199 is required to have an ESL Program.

1. 39.9 percent of the students are English Language Learners.

2. 425 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 Pre-kindergarten through fifth grade. With the exception of Pre-K and 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, P. S. 199Q has 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. 199Q for classroom visitations. These intervisitations have afforded other teachers and school leaders the opportunity to observe the structures and instructional program for reading and writing.

In April, 2015, all New York State students in Grades 3, 4 and 5 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:

2015 ELA Overall Performance Results

2015 Grade 3 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
37.6	35.4	+2.2	32.3	34.8	-2.5	25.4	27.5	-2.1	4.8	2.2	+2.6	30.2	29.8	+0.4

2015 Grade 4 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
23.0	26.6	-3.6	40.8	37.0	+3.8	21.3	24.5	-3.2	14.9	12.0	+2.9	36.2	36.4	-0.2

2015 Grade 5 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
31.4	N/A	--	33.3	N/A	--	23.1	N/A	--	12.2	N/A	--	35.3	N/A	--

2015 Grades 3 and 4 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
30.6	30.9	-0.3	36.4	35.9	+0.6	23.4	26.0	-2.6	9.6	7.2	+2.4	33	33.1	-0.1

2015 Grades 3, 4 and 5 State ELA Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
30.8	N/A	--	35.5	N/A	--	23.3	N/A	--	10.4	N/A	--	33.7	N/A	--

All NYC Schools – Percentage of Students at Levels Grades 3, 4 and 5 State ELA Exam

Grade/Year	NYC 2015	NYC 2014	NYC One-Year Change	P.S. 199Q One-Year Change	Difference Between P.S. 199Q and NYC Schools
Grade 3	30.2	29.9	+0.3	+0.4	+0.1
Grade 4	31.3	31.1	+0.02	-0.2	-0.4
Grade 5	29.7	28.4	+1.3	N/A	N/A

2015 ELA Growth Results

All NYC Schools Growth Percentages

Comparing the Performance of Students from 2015 (Grade 5) to 2014 (Grade 4) in ELA

Percent Levels 3 & 4		
2015 Grade 5	2014 Grade 4	One-Year Change
29.7	31.1	-1.4

P.S. 199Q Growth Results from Grade 5 (2015) to Grade 4 (2014) in ELA

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015 Grade 5	2014 Grade 4	One- Year Change	2015 Grade 5	2014 Grade 4	One- Year Change									
31.4	26.6	+4.8	33.3	37.0	-3.7	23.1	24.5	-1.4	12.2	12.0	-0.2	35.3	36.4	-1.1

All NYC Schools Growth Percentages

Comparing the Performance of Students from 2015 (Grade 4) to 2014 (Grade 3) in ELA

Percent Levels 3 & 4		
2015 Grade 4	2014 Grade 3	One-Year Change
31.3	29.9	+1.4

P.S. 199Q Growth Results from Grade 4 (2015) to Grade 3 (2014) in ELA

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015 Grade 4	2014 Grade 3	One- Year Change	2015 Grade 4	2014 Grade 3	One- Year Change									
23	35.4	-12.4	40.8	34.8	+6.0	21.3	27.5	-6.2	14.9	2.2	+12.7	36.2	29.8	+6.4

Compare NYC ELA Growth Percentages to P.S. 199Q ELA Growth Percentages

Grade/Year	NYC One-Year Change	P.S. 199Q One-Year Change	Difference Between P.S. 199Q and NYC Schools
Grade 5 Growth Percentages	-1.4 %	-1.1 %	+0.3 %
Grade 4 Growth Percentages	+1.4 %	+6.4 %	+5.0 %

2015 Math Overall Performance Results

2015 Grade 3 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
35.9	27.1	+8.8	32.3	25.4	+6.9	18.5	34.3	-15.8	13.3	13.3	0.0	31.8	47.5	-15.7

2015 Grade 4 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
27.8	20.9	+6.9	32.8	27.7	+5.1	22.8	27.2	-4.4	16.7	24.1	-7.4	39.5	51.3	-11.8

2015 Grade 5 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
21.3	N/A	--	30.6	N/A	--	30	N/A	--	18.1	N/A	--	48.1	N/A	--

2015 Grades 3 and 4 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
32.0	23.9	+8.1	32.5	26.6	+5.9	20.5	30.6	-10.1	14.9	18.8	-3.9	35.4	49.5	-14.1

2015 Grades 3, 4, and 5 State Math Exam

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015	2014	One-Year Change	2015	2014	One-Year Change									
28.8	N/A	---	32.0	N/A	---	23.4	N/A	---	15.9	N/A	---	39.3	N/A	---

All NYC Schools – Percentage of Students at Levels Grades 3, 4 and 5 State Math Exam

Grade/Year	NYC 2015	NYC 2014	NYC One-Year Change	P.S. 199Q One-Year Change	Difference Between P.S. 199Q and NYC Schools
Grade 3	38.5	38.6	-0.1	-15.7	-15.8
Grade 4	39.1	40.0	-0.9	-11.8	-12.7
Grade 5	40.9	38.7	+2.2	N/A	N/A

2015 Math Growth Results

All NYC Schools Growth Percentage

Comparing the Performance of Students from 2015 (Grade 5) to 2014 (Grade 4) in ELA

Percent Levels 3 & 4		
2015 Grade 5	2014 Grade 4	One-Year Change
40.9	40.0	+0.9

P.S. 199Q Growth Results from Grade 5 (2015) to Grade 4 (2014) in Math

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015 Grade 5	2014 Grade 4	One-Year Change	2015 Grade 5	2014 Grade 4	One-Year Change	2015 Grade 5	2014 Grade 4	One-Year Change	2015 Grade 5	2014 Grade 4	One-Year Change	2015 Grade 5	2014 Grade 4	One-Year Change
21.3	20.9	+0.4	30.6	27.7	+2.9	30	27.2	+2.8	18.1	24.1	-6.0	48.1	51.3	-3.2

All NYC Schools Growth Percentage

Comparing the Performance of Students from 2015 (Grade 4) to 2014 (Grade 3) in ELA

Percent Levels 3 & 4		
2015 Grade 4	2014 Grade 3	One-Year Change
39.1	38.6	+0.5

P.S. 199Q Growth Results from Grade 4 (2015) to Grade 3 (2014) in Math

Percent Level 1			Percent Level 2			Percent Level 3			Percent Level 4			Percent Levels 3 & 4		
2015 Grade 4	2014 Grade 3	One-Year Change	2015 Grade 4	2014 Grade 3	One-Year Change	2015 Grade 4	2014 Grade 3	One-Year Change	2015 Grade 4	2014 Grade 3	One-Year Change	2015 Grade 4	2014 Grade 3	One-Year Change
27.8	27.1	-0.7	32.8	25.4	+7.4	22.8	34.3	-11.5	16.7	13.3	+3.4	39.5	47.5	-8.0

Compare NYC Math Growth Percentages to P.S. 199Q Math Growth Percentages

Grade/Year	NYC One-Year Change	P.S. 199Q One-Year Change	Difference Between P.S. 199Q and NYC Schools
Grade 5 Growth Percentages	+0.9 %	-3.2 %	-4.1 %
Grade 4 Growth Percentages	+0.5 %	-8.0 %	-8.5 %

2014-2015 Running Level Data for PS 199Q – K-5

**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%
January 2015	6.62%	5.15%	60.30%	27.93%
March 2015	3.64%	39.09%	23.64%	33.64%
June 2015	17.04%	41.48%	20%	21.48%

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%	12.30%
November 2014	34.41%	37.63%	23.12%	4.84%
January 2015	33.51%	22.70%	24.32%	19.46%
March 2015	33.15%	18.23%	32.6%	16.02%
June 2015	38.98%	14.12%	17.51%	29.38%

2014-2015 Grade 2 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	40.30%	20.40%	8.46%	30.85%
November 2014	36.22%	23.47%	14.80%	25.51%
January 2015	36.18%	19.10%	13.07%	31.66%
March 2015	36.47%	20.59%	18.82%	24.12%
June 2015	37.31%	19.17%	21.24%	22.28%

2014-2015 Grade 3 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	29.65%	26.13%	15.58%	28.64%
November 2014	22.96%	39.29%	12.24%	25.51%
January 2015	24.49%	35.20%	14.29%	26.02%
March 2015	25.41%	24.32%	17.84%	32.43%
June 2015	22.15%	25.95%	17.09%	34.81%

2014-2015 Grade 4 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	31.52%	19.57%	32.07%	16.85%
November 2014	27.78%	20.00%	34.44%	17.78%
January 2015	30.39%	25.97%	29.28%	14.36%
March 2015	25.28%	22.47%	33.15%	19.1%
June 2015	24.38%	20%	30.63%	25%

2014-2015 Grade 5 Data

Assessment Period/ Performance Level	Level 1	Level 2	Level 3	Level 4
September 2014	24.07%	29.01%	14.81%	32.10%
November 2014	19.58%	36.36%	16.08%	27.97%
January 2015	23.85%	33.85%	16.92%	25.38%
March 2015	19.23%	32.05%	20.51%	28.21%
June 2015	20.89%	36.71%	17.09%	25.32%

Reading Levels for All Grades

September 2014 – Reading Proficiency Level

Grade/	Level 1	Level 2	Level 3	Level 4
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Performance Level				
K	N/A	N/A	N/A	N/A
1	27.81%	34.76%	25.13%	12.30%
2	40.30%	20.40%	8.46%	30.85%
3	29.65%	26.13%	15.58%	28.64%
4	31.52%	19.57%	32.07%	16.85%
5	24.07%	29.01%	14.81%	32.10%

November 2014 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	0%	25.81	0%	74.19%
1	34.41%	37.63%	23.12%	4.84%
2	36.22%	23.47%	14.80%	25.51%
3	22.96%	39.29%	12.24%	25.51%
4	27.78%	20.00%	34.44%	17.78%
5	19.58%	36.36%	16.08%	27.97%

January 2015 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	6.62%	5.15%	60.30%	27.93%
1	33.51%	22.70%	24.32%	19.46%
2	36.18%	19.10%	13.07%	31.66%
3	24.49%	35.20%	14.29%	26.02%
4	30.39%	25.97%	29.28%	14.36%
5	23.85%	33.85%	16.92%	25.38%

March 2015 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	3.64%	39.09%	23.64%	33.64%
1	33.15%	18.23%	32.6%	16.02%
2	36.47%	20.59%	18.82%	24.12%
3	25.41%	24.32%	17.84%	32.43%
4	25.28%	22.47%	33.15%	19.1%
5	19.23%	32.05%	20.51%	28.21%

June 2015 – Reading Proficiency Level

Grade/ Performance Level	Level 1	Level 2	Level 3	Level 4
K	17.04%	41.48%	20%	21.48%
1	38.98%	14.12%	17.51%	29.38%
2	37.31%	19.17%	21.24%	22.28%
3	22.15%	25.95%	17.09%	34.81%
4	24.38%	20%	30.63%	25%
5	20.89%	36.71%	17.09%	25.32%

Extended day programs offer remediation and enrichment services to students in grades 3 to 5 (pending funding). 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 2015-2016 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 2015-2016 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.

2015 NYS ELA results provide evidence that the literacy curriculum and the professional development supporting the teachers are effective.

The 2015-2016 school year is the third 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 additional professional development is necessary to increase student achievement.

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 seven 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. Workshops will be conducted at the main building and both annex buildings.

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. During the 2015-2016 school year, a partnership for music (**pending funding**) 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. Many classes at P.S. 199Q are engaged with at least one arts partners. We will be developing additional partnerships with other cultural arts institutions (**pending funding**). 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 2016.

P.S. 199Q started a new partnership with Queens Theatre Education's QTELL program. This program facilitates language acquisition, builds confidence and improves story-writing skills by involving students in theatre activities such as improvisation and ensemble building games. In two -15 week units, two Grade 5 and two Grade 3 classrooms will create and perform an original play that is developed through workshops that take them through the entire process of building a story. These four classes comprises of English Language Learners. First, they discuss plot, setting and character development. Then they collaborate as a class and utilize all of the group's ideas to form a single story. Once the story is written, they explore physical, vocal and emotional expression, the elements to staging and staying in character while working as an ensemble to bring their imaginary worlds to life. QTELL provides teachers with Professional Development in and outside of the workshops. QTELL will work with administrators on selecting a teacher who was involved with the program as a turnkey who will pass the training and methods on to new and other teachers at the school. QT will provide the turnkey with continued support through on-going consultations and professional development after the conclusion of the program.

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 2:35 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.

From September 2010 to June 2014, P.S. 199Q has maintained a partnership with the International Rescue Committee (“IRC”) to serve the Tibetan population of students. In September 2014, 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 during the 2014-2015 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 where learning is fun and assist students to develop their social and academic skills. The Snow Lion after school program served 18 students on Wednesday and Thursday afternoons from 2:35 PM to 4:05 PM. We hope to continue the program (**pending funding**).

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.
5. I.S. 125Q teachers will be invited to meet with students at P.S. 199Q to learn about students strengths and challenges.

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).
7. On February 5, 2015, P. S. 199Q received a “Well Developed” in all five indicators and received an overall score of “Well Developed.”

School Accomplishments - During the 2014-2016 School Year:

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 (Pre-Kindergarten)
4. Continue to sustain the Grade 4 growth in ELA and Math

School Challenges - During the 2014-2016 School Year :

1. Space utilization continues to be a concern. P.S. 199Q currently has two annexes.
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:

1. 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.

24Q199 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1073	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.3%	% Attendance Rate		94.7%
% Free Lunch	62.9%	% Reduced Lunch		1.3%
% Limited English Proficient	42.2%	% Students with Disabilities		16.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		0.5%
% Hispanic or Latino	60.5%	% Asian or Native Hawaiian/Pacific Islander		32.0%
% White	5.6%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.8%	Mathematics Performance at levels 3 & 4		50.1%
Science Performance at levels 3 & 4 (4th Grade)	88.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014-2015 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

Grades	Date	0	1	2	3	4	5	6	7	8	9
	Number of Letter Levels of Progress										
3	September 2014 to June 2015	1	2	2	3	0	2	2	0	0	0
4	September 2014 to June 2015	1	4	2	0	1	0	1	0	0	0
5	September 2014 to June 2015	1	2	2	2	2	0	0	0	0	1

ICT

Percentage of Students

Grades	Date	0	1	2	3	4	5	6	7
	Number of Letter Levels of Progress								
3	September 2014 to June 2015	0	1	4	3	6	4	2	0
4	September 2014 to June 2015	0	0	1	5	4	1	0	1
5	September 2014 to June 2015	0	3	5	3	0	0	0	0

SETSS

Percentage of Students

Grades	Date	0	1	2	3	4	5	6
	Number of Letter Levels of Progress							
3	September 2014 to June 2015	0	0	0	2	0	0	0

4	September 2014 to June 2015	1	0	6	4	2	0	0
5	September 2014 to June 2015	0	1	4	2	1	0	0

Results on the 2013 NYC School Survey, published in 2014, 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5 % increase in the percentage of 12:1:1, ICT and SETSS students moving up 1 or more letter levels as measured by Fountas and Pinnell benchmark reading levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will develop an in-depth understanding of the CCLS</p> <p>Ensure teachers’ understanding of the 8 evaluative Components of the Danielson Framework</p> <p>Teachers will engage in multiple, effective means of assessing students to identify learning gaps. Teachers will adjust lesson accordingly.</p> <p>Teachers will strengthen their understanding of content (via internet websites, prof. literature, staff developers from Teachers’ College,</p>	<p>Grade 4 & 5 students in self-contained , ICT, and SETSS program</p>	<p>Sept 2015 to June 2016</p>	<p>Grade 5 teachers and paras of the self-contained, ICT, and SETSS program; Grade 5 classroom teachers who support SETSS students; instructional coaches;</p> <p>TC/Metamorphosis</p> <p>staff developers</p>

<p>Network, Metamorphosis, and instructional coaches)</p> <p>Teachers will improve teacher practice by engaging in a professional learning community</p> <p>Professional developers will differentiate their support to meet the needs of self-contained ICT and SETSS teachers</p> <p>Information gained as a result of the professional learning community will be implemented and monitored</p> <p>Train paraprofessionals assigned to self-contained and ICT classes in computer based intervention instruction (ELA)and/or another intervention program</p> <p>Purchase technical and other equipment to enhance classroom instruction</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Instructional coaches will support teachers that service the population of students. 2. Review of Assessment Pro to track progress of students. 											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 2 % increase in the percentage of 12:1:1, ICT and SETSS students moving up 1 or more letter levels as measured by Fountas and Pinnell benchmark reading levels.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

11 students have 3 or more behavioral anecdotes submitted during the period from September 2014 to June 2015.

In the 2014-2015 school year the Behavior Intervention Plan (“BIP”) Team assisted these 11 students and their teachers with interventions in order to improve student behavior. Out of the 11 students 5 students did not receive any additional anecdotes since January 9, 2015. Six of the 11 students did receive additional anecdotes and interventions. The BIP Team members followed up with teachers and provided recommendations for the classroom in order to improve these 6 students behavior.

Listed are grade totals for children with 1 anecdotal:

Kindergarten – 5 students

1st – 6 students

2nd – 5 students

3rd – 3 students

4th – 2 students

5th – 5 students

These behaviors create a culture in which not all students feel safe and supported.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 there will be a 2% decrease in the number of students who have 3 or more behavior anecdotes submitted to Joan Gallagher in the main office.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School psychologist, social worker, and guidance counselors will meet regularly to review behavioral anecdotal</p>	<p>Students with 3 or more behavioral anecdotal</p>	<p>Sept. 2015 to June 2016</p>	<p>All staff</p>
<p>Personnel will differentiate the support and develop ways to redirect misbehavior. For example, establishing PS 199 Community Awareness Project</p>	<p>Students with 3 or more behavioral anecdotal</p>	<p>Sept. 2015 to June 2016</p>	<p>Teachers that service students with behavioral difficulties</p>
<p>Train teachers in different methods of behavior modification and Therapeutic Crisis Intervention (“TCI”).</p>	<p>Students with 3 or more behavioral anecdotal</p>	<p>Sept. 2015 to June 2016</p>	<p>Teachers that service students with behavioral difficulties</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional Development for all teachers in effectively utilizing behavioral modification systems</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February, 2015 there will be a 2% decrease in the number of students who have 3 or more behavior anecdotes submitted to Joan Gallagher in the main office.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Results from 2014-2015 Advance Domain 3b (Questioning and Discussion Techniques), indicated that 83.9 % of the teaching staff demonstrated effective and highly effective.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 the school’s score on the Advance Domain 3b will increase in effective and highly effective by 2%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
Support a professional development committee (5 members selected by principal, 5 members selected by UFT representative) to meet 4 times per school year.	All Staff	Sept. 2015 to June 2016	All Staff
Support 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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional Coaches and Teacher’s College Staff Developers to support teachers in the work of their Professional Learning Communities. Intervisitations among staff members at P.S. 199Q Study the indicators and characteristics associated with Danielson Framework Domain 3b.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016 there will be an increase in the number of teachers scoring effective or highly effective in Domain 3b by 2%.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2013-2014 School Quality Guide (published in August 2014) and the School Quality Snapshot, P.S. 199Q met the target in school progress and student performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 at the main building and at the annexes, P.S. 199Q will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2016, P. S. 199Q will establish a teacher lead for ESL, Math, ELA, Science and Social Studies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct Monthly executive board meetings with PTA.</p> <p>Provide opportunities for teachers to have input in curriculum choice, design and development.</p>	<p>All Staff</p>	<p>Sept. 2015 to June 2016</p>	<p>All Staff</p>

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 workshops to support teacher leaders.			
Support teacher growth via instructional coaches, Professional Learning Communities, District PD, Teachers College PD, and Metamorphosis PD			
Purchase teacher requested materials, supplies and professional development opportunities to enhance professional growth.			
Book of the Month will continue 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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
11. Network staff developers to provide support to teacher leaders. 12. Funding to purchase materials, supplies and professional development to enhance participation in teacher leadership.										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 create a school-wide culture of shared and distributed leadership across all stakeholders so that by January 2016, teacher leads will be identified.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 at the Annex buildings, P.S. 199Q will host three parent workshops at each annex building by June 2016. In order to collaborate with families as partners in the learning and development of their children at the Annex buildings, P. S. 199Q will host a minimum of three parent workshops at each annex building by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>CBO –Sunnyside Community Services</p> <p>STEM Fairs</p> <p>Healthy Minds/Healthy Body Fair</p> <p>Sunnyside Stars – Performance</p> <p>NY Cares (sports and recreation)</p> <p>Financial Literacy with local bank</p>	<p>School Staff and Students</p>	<p>Sept. 2015 to June 2016</p>	<p>School Community</p>
<p>Parent Teacher Association</p> <p>Harvest Festival</p> <p>Book Fair</p> <p>Boutique</p> <p>Student/Parent Dance</p> <p>Evening Comedy Show</p> <p>Monthly PTA meetings</p> <p>Carnival</p>			
<p>School Events</p> <p>Parent Teacher Conferences (November and March)</p> <p>Parent Teacher Curriculum Conferences (September)</p> <p>Title 1 Workshops (ELA, Math, Science)</p>			

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			
Parent Information Conference (May)			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Parent coordinator will conduct monthly parent workshops.

2. The school community will work together to increase the programs/activities offered to P.S .199Q families.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, P.S. 199Q will host at least 1 parent workshop at each annex building.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.	<p>AIS Reading focuses on coordinating appropriate reading activities, materials and grouping techniques with classroom instruction. Students are immersed in balanced literacy, incorporating guided reading strategies, phonemic awareness and literacy-based instruction. AIS Reading 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.</p> <p>AIS reading teacher provides services to struggling students who are at risk of not meeting grade benchmarks.</p> <p>Teachers incorporate a variety of reading and writing activities to reflect state and citywide reading and content area</p>	Small Group and One-to-One	During the school day, Saturday Program, and Wednesday/Thursday After School Program

		<p>assessments. This includes developing prewriting, note taking and essay writing strategies. Teachers support students in literacy through a variety of instructional strategies, such as read aloud, guided reading, readers' theatre, small group work, Foundations, Wilson Reading, etc.</p> <p>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.</p> <p>Students who have been identified as not meeting or at risk of not meeting the requirements of the CCLS, social studies or NYS Grade Four Elementary Level Science Test participate in after school, and /or on Saturdays.</p>		
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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.		Small Group and One-to-One	During the school day, Saturday Program, and Wednesday/Thursday After School Program
Science	Students who have been identified as not meeting or at risk of not meeting New York State science standards		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		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		Small Group and One-to-One	During the school day and during After School Program

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ol style="list-style-type: none"> 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 2014-2015 BEDS data. We anticipate 100% of staff will be Highly Qualified in the 2015-2016 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. <li style="text-align: center;">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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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. Mc Loughlin 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 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:

1. The MoSL team discussed how the “50% rule” impacts teachers with multiple grade/subject assignments.
2. 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	489,952.00		
Title II, Part A	Federal	283,353.00		
Title III, Part A	Federal	47,856.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,148,330.00		

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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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P.S. 199Q

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Anthony M. Inzerillo, Principal

Irene Gerhards, Assistant Principal Margaret Morrison, Assistant Principal

"A Place Where Excellence in Education and Values Go Hand in Hand"

Parent Involvement Policy (PIP)

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 knowledge 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:

1. holding an annual Title I Parent Curriculum Conference;

2. hosting educational information during Parent-Teacher Conferences and throughout the school year;

3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

4. supporting or hosting Family Day events;

5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

6. encouraging more parents to become trained school volunteers;

7. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

8. 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;

9. 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.

Maurice A. FitzGerald Elementary School

P.S. 199Q

39-20 48th Avenue

L.I.C., N.Y. 11104

Telephone: (718) 784-3431 Fax: (718)786-1375

Anthony M. Inzerillo, Principal

Irene Gerhards, Assistant Principal Margaret Morrison, Assistant Principal

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

P.S. 199Q School-Parent Compact

P.S. 199Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2015-2016.

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/Parent information sessions in September 2015, November 2015, March 2016 and May 2016.
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 2015 and March 2016.
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 and content of television our children watch.
4. Monitor the amount and content of video games.
5. Volunteer in our children's classroom.
6. Participate as appropriate, in decisions relating to our children's education.
7. Promote positive use of our children's extracurricular time.
8. 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.
9. 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.
10. Reinforce P.S. 199Q Reaching Out Values at home.

11. Monitor our children when using social media and internet use (Facebook, Instagram, SnapChat, Twitter, kik, Youtube, etc.)
12. Abide by school cell phone policy.

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 de padres y sesiones de información entre padres y maestros en septiembre 2015, noviembre 2015, en marzo 2016, y mayo 2016.
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 2015 y marzo 2016.
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 pendiente del contenido y del tiempo de lo que los niños vean en la televisión.
4. Supervisar el tiempo y el contenido de los juegos de video que los niños usan.
5. Vamos a ser voluntarios en las clases de nuestros hijos.
6. Vamos a participar, cuando sea apropiado, en las decisiones sobre la educación de nuestros hijos.
7. Vamos a promover el uso positivo de actividades extracurriculares de nuestros hijos.
8. 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.
9. Vamos a hacer lo posible por participar en grupos de asesoramiento sobre políticas, tales como en el comité de Título I, en el Consejo de Asesoramiento para la política escolar a nivel del Distrito, y en el equipo de liderazgo de la escuela u otros grupos de asesoramiento.
10. Vamos a reforzar en casa los valores de comportamiento que la E.P. 199Q enseña.

Supervise a nuestros hijos al usar los medios sociales y el uso de internet (Facebook, Instagram, SnapChat, Twitter, kik, Youtube, etc.).

11. Cumplir con la escuela política de teléfono celular.

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>199Q</u>	DBN: <u>24Q199</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our school implements comprehensive transitional bilingual and freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 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 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 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

Part C: Professional Development

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. (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) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Anthony M. Inzerillo	Assistant Principal Mrs. Gerhards/Ms. Morrison
Coach Mary Dentrone	Coach Jennifer Vallerugo
ENL (English as a New Language)/Bilingual Teacher Angelita Davi	School Counselor Alison Colchamiro
Teacher/Subject Area Amarilis Lantigua	Parent Luis Enrique Alban
Teacher/Subject Area Haydee Ciampo	Parent Coordinator Nicole Brealond
Related-Service Provider Gale Majowka	Borough Field Support Center Staff Member TBD
Superintendent Madelaine Chan	Other (Name and Title) Gema McLoughlin/ELL Specialist

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1046	Total number of ELLs	390	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	390	Newcomers (ELLs receiving service 0-3 years)	366	ELL Students with Disabilities	90
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		0	0							0
DL										0
ENL	332	0	73	25	0	17				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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 _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																		
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	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	39	48	43	33	43	29								0
Chinese	2			3	1	1								0
Russian														0
Bengali	18	12	3	8	11	6								0
Urdu	1	3	3	2	1	0								0
Arabic	2	2	2	5	0	0								0
Haitian														0
French														0
Korean			2	0	0	1								0
Punjabi	1	1	1	0	3	0								0
Polish														0
Albanian			1											0
Other	14	9	11	16	1	8								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		4	2	4	6	7								0
Emerging (Low Intermediate)		11	13	7	16	0								0
Transitioning (High Intermediate)		8	13	13	12	8								0
Expanding (Advanced)		44	32	33	24	23								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					5	1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		18	45	31	7	13								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	68	61	44	9	0
5	40	69	36	23	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	69		62		34		23		0
5	49		58		40		26		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6		11		53		102		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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, NYSITELL, 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).
- 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.

- Sunnyside After School Program has enhanced their Parent ESL/Literacy component to provide English language support to parents of ELLs.
- Teachers will receive additional Professional Development in math, reading and writing. Coaches, Teachers College Staff Developers and Mrs. Delaney in-house math staff developer will support our teachers. 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.
- Instructional coaches will focus support on increasing academic language in the content area of science and social studies with content area teachers.
Mrs. Delaney in- house math staff developer will provide additional support to teachers in applying Danielson Best Practices and CCSS in the areas of math.

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

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
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 Pre-K to 5 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 does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. Our school uses the data to help make progress during the school year. This year the target is 68.5% with a difference of 10.87% (percentage points) between the target and our last current status. Also, the data is used to achieve proficiency. The target for this year to achieve proficiency is 15.60% with a difference of 5.30% (percentage points) between the target and our current status. This tool is utilized to identify students who made progress in English Language Acquisition and students who attained proficiency on the NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4. For each program, answer the following:

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

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

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

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

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
P.S. 199Q does not utilize the ELL Periodic Assessments.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
PS 199 implements an effective RTI model for all students, including ELLs, that consist of an Extended Day program and small group instruction throughout the school day (AIS). Students are identified at the beginning of the year based on TC Running Records. Tier 2 interventions include Foundations for lower grades and Wilson for the upper grades provided during AM Program by the literacy specialist (AIS teacher). Parents are notified when a child begins to receive RTI intervention. Teachers monitor the child's progress and change strategies if necessary using assessments to determine the child's needs.
6. How do you make sure that a student's new language development is considered in instructional decisions?
6. Students' second language development is considered in all instructional decisions. Students' language acquisition levels are considered when conducting one-on-one 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:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Step 1, at registration, an individual interviews the parents and the Home Language Identification Survey is filled out. This is done in order to identify the home language, and to determine if the students who are enrolling are candidates for English language testing. Step 2, the parents view the video in their native language (when available) and they ask questions which the ESL Specialist clarifies. The parents choose the program they would like for their children if, after tested, their LAB-R scores determine the children need services. Step 3, after the English Language Learners (ELLs) are identified, the students are administered the LAB-R (and the LAB Spanish test, when applicable) within ten days of enrollment. Two Bilingual Pedagogues, Mrs. Davi and Ms. McLoughlin, administer the Spanish LAB to eligible students. Step 4, the entitled students are placed according to their scores in B level, I level or A level. If the children's scores identify them as not entitled, they may be in classes with no ESL/bilingual services. The parents receive an Entitlement Letter explaining the entitlement or non-entitlement of their children, the program given, and the class designation. If parents do not choose an ELL program, the ESL Coordinator will contact the parents. If parents still do not choose a program, the default program is bilingual education.

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

The ESL Coordinator is a certified ESL Specialist and is responsible for the initial screening and administering the HLIS. The HLIS is completed with the assistance of the ESL Coordinator. When the ESL Coordinator is unavailable, a licensed ESL teacher assists parents. The ESL Coordinator conducts the LAB-R assessments on an on-going basis.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

P.S. 199 currently has no SIFE students. However, when students with a background of interrupted schooling enters our school the classroom teacher is alerted to the SIFE by the ELL Specialist and then helped to immediately identify their areas of academic weakness while simultaneously providing support for development of second language acquisition skills.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

ELLs with disabilities are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special services and the language in which special education programs and services are delivered. The LPT determines whether the student should take the NYSITELL. The LPT is comprised of a school administrator, certified teacher, related services provider and special education staff member.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified in writing with a memo of their right to initiate a review of their child's ELL status. Phase 1 Phase 2 are followed if warranted once a written request is made by a parent.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school gives out as many copies as necessary until the parents return their choice. P.S. 199 uses the findings from surveys to monitor parent choices. This information is maintained by the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ELL Specialist meets with the parents and ensures that all parents make a choice and sign before they leave the registration process.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ELL Specialist and the ESL teachers distribute the letters and make sure they are returned. Second and third notice letters are distributed until a signed letter is returned.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is kept at a central location and copies are put into the students cumulative record.
11. 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In our school we continue to distribute letters throughout the year. We also, keep a copy on file and send out second and third notices when necessary.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

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

After reviewing the Parent Survey and Program Selection forms, the trend in program choices indicates that parents of Spanish-speaking students new to the country have been requesting a Spanish bilingual class placement for their child. Parents of students who attended universal Pre-K and/or were born in the United States, generally request a monolingual class placement with ESL support services. In addition, the data reveals that most parents do not want a bilingual class placement in grades 1, 2, 3 or 4. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
ENL instruction is delivered in a Push/In model or ESL self contained classes. ENL 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 ENL methodology and/or technology. In addition to the co-teaching model. The ENL teacher provides small group targeted instruction. ELL students are grouped heterogenously in each class including the Self-Contained ENL classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Five ENL teachers provide instruction, utilizing ESL approaches and methods based on NYS ENL 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 ENL teachers push into classes for a total of at least 360 minutes (Entering and Emerging level) or 180 minutes (Transitioning and Expanding level) per week period. Commanding former ELLs will receive an additional 90 minutes a week for the next 2 years. Certain ENL providers are designated to specific grades and classes.
3. Describe how core content is delivered in each program model. 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.
In the various content areas the ENL 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 ENL 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.
ENL 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 home languages throughout the year?
Bilingual specialist conducts the LAB-R Spanish during the LAB-R administration for Spanish-speaking eligible students. Multiple assessments, e.g., student portfolios, state standardized tests (NYSESLAT/LAB-R) informal assessments, (running records, conference notes), are used to drive content area instruction as well as language development.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated in all four modalities on an ongoing basis through running records, conference notes, writing on demand, end-of-unit writing pieces, rubrics and checklist (for listening and speaking).
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE students in grades 3, 4 and 5 are mostly new arrivals or have not participated in an English Language School System for two or more years. P.S. 199Q has three SIFE students that will graduate June 2015. 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.ENL 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. All these strategies will help the newcomer ELLs.

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

d.Since we are a Pre-K to 5 school, there are some students who have been in a NYC school for six or more years.

e.Former ELLs are placed in classrooms with an ELL concentration so that they still get the support from the push-in ESL teacher when needed. They are invited to participate in the AM Program, Extended Day/After School Program and Saturday Program for academic support. Former ELLs in grades 3, 4 and 5 will continue to receive ELL testing accommodations. In addition former ELLs will receive 90 minutes a week for the next 2 years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
P.S. 199 provides instruction in all classes with an emphasis on language development. Instruction is to develop language skills so students can succeed in core content courses.
8. 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?
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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
.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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

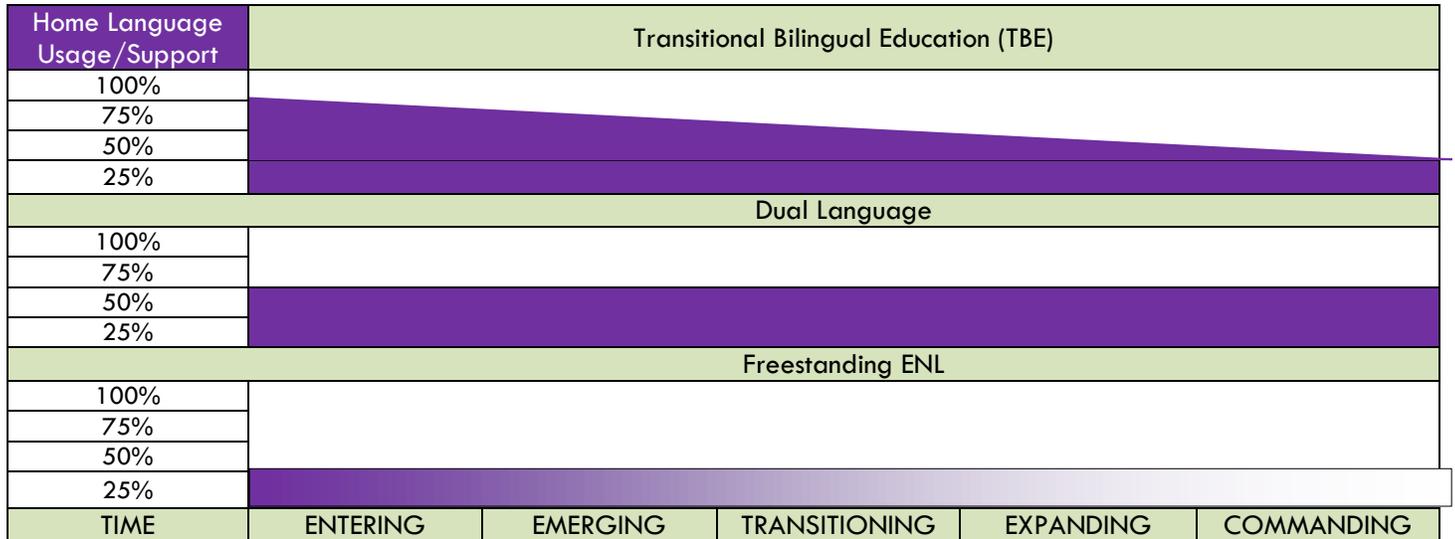


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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:
- 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.
11. 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 2015 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.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
No programs or services for ELLs were discontinued.
14. 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.). Written notification is provided for all school programs and the parent notices are provided in various languages.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Visual aids, SMARTBOARDS, Promethean Board, 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language is supported in our programs. In the ENL program students are given books in their native language for support as they are learning English.

17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
P.S. 199Q does not offer language electives to students.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development opportunities will be offered through TC summer professional development, faculty conferences, grade conferences, school-based and network professional development sessions, etc. Ongoing professional development opportunities will include workshops on ESL methodologies and strategies to support English language learners; evaluation of student performance data; use of performance data to drive instruction, classroom management for new teachers, etc. In addition, Teachers College Staff Developers support all teachers 16 days of the school year.
Math professional development is provided by Network Support Specialist, Metamorphosis, Math Planning for Math LeadTeachers.
The District 24 Grant provides professional development to teachers in content-focused professional development in environmental sciences, applied mathematics, core science areas, SMARTBOARD and robotics.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Mrs. Delamey supports 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 lessonsAll teachers on each grade attend professional development sessions throughout the school year. This professional development is 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. The teachers work with, cross-grade level teams in the following areas:
 - analyze and enrich lessons in existing curricula materials;
 - use minilessons to develop students' mathematical reasoning and communication;
 - assess student oral and written communications;
 - use specific teaching strategies to develop students' ability to communicate their mathematical reasoning both orally and in writing; and
 - use key pedagogical practices to help students meet the new, rigorous expectations in the Common Core state Standards.* reflecting on best practices in teaching methodologies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
work closely with the fifth grade teachers throughout the middle school articulation process. All fifth 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.

The testing coordinator, literacy/math coaches, as well as the ELL specialist, hold on going professional development for the staff on testing procedures for ELL students, such as testing modifications, data analysis, promotional exemptions, etc. P.S. 199 documents everything in order to maintain our records for extra needed training throughout the school year.
One ELL support is including visuals throughout instruction. For the past three years teachers have been trained and implemented Thinking Maps into their curriculum. All teachers have been trained in Thinking Maps. Thinking Maps are a set of graphic organizer techniques used in grades K to 12.
Thinking Maps are visual tools for learning and planning. They include eight visual patterns, each linked to a specific cognitive process. Teachers may apply Thinking Maps in all content areas and all grade levels. ELLs are beginning to independently use Thinking Maps as a tool to organize and show their thinking
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
This school year the staff had 3 days of training on the importance of rigor when teaching. The Instructional coaches have on going ELA professional development throughout the year. The staff has had training with i Ready. The outside personal trained trained

a core group and then we engaged in turnkey training within our school. The ELL Specialist will train the staff on the changes and updates of CR Part 154. The attendance and agendas are kept on file by the school payroll secretary.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school meets with parents at least one a year, in addition to parent-teacher conferences, initial parent orientations,, to discuss the goals of the program, their child's language development progress, their child's proficiency assessment results, and language development needs in all content areas. The meetings are conducted with a qualified interpreter/translator in the language of communication the parent best understands.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In order to get parents involved with PS199Q as well as with their child's individual educational experience, the parent coordinator has set up various informational and interactive workshops based on the needs and requests of the parents.

Various interactive workshops have been scheduled such as: How to Discipline Your Child, Childhood Obesity, Information About Asthma, Family Craft (during school hours and/or at night), Family Math Night, Family Nutrition Night, How Can I Help My Child in Math?, Mathematics Common Core State Standards, Dental Care and What You Will Need to Know About Diabetes,. These workshops enhance communication between parents and their children, as well as actively involve parents in our school community.

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

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

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

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

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

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

5. 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.

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

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).

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: _____
Superintendent: _____

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P.S. 199Q is committed to providing students with the maximum opportunity to learn and achieve academic success. P.S. 199Q realizes the importance of engaging parents to become involved in promoting their child's academic success. To foster a positive rapport with parents, it is essential that effective communication transpire between our school and parents. Data from our Home Language Report (RHLLA) 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Data from our Home Language Report indicates that we currently have a population of 1045 students who speak 32 different languages. Approximately 44% of our students are English Language Learners.

Approximately 45.26% of our student population speak Spanish at home, 11.09% speak Bengali and 5.82% speak Nepali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 199Q has face to face meetings throughout the school year such as Parent Curriculum Night/Meet the Teacher (September), Parent Teachers Conferences (November and March) and a Parent Information Session (May). Parents of P.S. 199Q visit frequently to interact with school staff.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Teachers at 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, Parent Curriculum Conferences and Parent Information Sessions through a Department of Education vendor to ensure many translators are available. In addition, translators are paid per session to ensure additional translators are available. 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.

Written translations are conducted by P.S. 199Q staff and many notices/newsletters are sent to the Translation & Interpretation Unit for translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by over the phone interpreters via the Translation and Interpretation Unit and school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Every school staff is provided with the Translation & Interpretation phone number (718-752-7373) and they are trained on how to access the service. In addition, this information is provided in our Staff Handbook.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A letter is distributed to parents explaining the school's translation and interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P.S. 199Q will discuss the quality and availability from the parents perspective during SLT and PTA meetings.