



P.S. 19 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (24/ Q/ 019)
ADDRESS: 98-02 ROOSEVELT AVENUE
CORONA, NEW YORK 11368
TELEPHONE: (718) 424-5859
FAX: (718) 424-7953

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 19Q **SCHOOL NAME:** Marino Jeantet School

SCHOOL ADDRESS: 98-02 Roosevelt Avenue

SCHOOL TELEPHONE: (718) 424-5859 **FAX:** (718) 424-7953

SCHOOL CONTACT PERSON: Ivette Casado-Faya **EMAIL ADDRESS:** ifaya@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Genie Calibar

PRINCIPAL: Genie Calibar

UFT CHAPTER LEADER: Richard Burke

PARENTS' ASSOCIATION PRESIDENT: Maria Quiroz

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI 12

SSO NETWORK LEADER: Mrs. Audrey Murphy

SUPERINTENDENT: Mrs. Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Genie Calibar	Principal	
Lynn Rapkiewicz	Assistant Principal	
Richard Burke	UFT Chapter Chairperson	
Joseph Knapp	Teacher	
Sumaira Khan	Teacher	
Sharon Cafferata	Teacher	
Betty Esposito	DC 37 Representative, if applicable	
Maria Quiroz	PA President, Grades 2 & 3	
Lucina Ramirez	Parent, Grade 4	
Angela Martinez	Parent, Grade 5	
Carmen Navarette	Parent, Grade 4	
Noemi Varela	Parent, Grades 2, 3 & 5	
Elvia Cadena	Parent, Grades 2 & 5	
Nube Bejarano	Parent, Grade 5	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

PS 19

School Mission

At P.S. 19, Queens, we believe that everyone can become a life-long learner. Students, teachers, administrators, parents, and community members strive to achieve the highest level of academic experience as well as to develop an appreciation for the arts. We acknowledge and foster each student's unique abilities and interests by providing an enriched learning environment. The educational, social, and emotional needs of all students are addressed, thus enabling them to become productive citizens.

P.S. 19, Queens is located in Corona, New York. This school is designated as a Title I school. The school's poverty index has been estimated to be 73.5%, based on the number of free lunches provided and the total number of children whose families are assisted by public welfare programs. At the present time, the school is covered under the universal program, which means that all of our students are receiving free lunch.

P.S. 19 Queens, one of the largest Kindergarten through Grade Five elementary schools in New York City, currently has an enrollment of approximately 1980 students for the 2009-2010 school year. Our school occupies an entire square block. The main building, built in 1924, is five stories high and is comprised of a main structure and two wings. The school utilization for the main building is 104% (this figure does not include the mini-building and the transportables.) To alleviate overcrowding, the mini-building, located in the schoolyard, was built in 1987. In addition, in 1995, ten transportable classrooms were installed to provide a learning environment for approximately 250 additional students. To compensate for these over crowded conditions, "schools within a school" were established: ***The School of Writing and Publishing, The School of Math, Science, and Technology, The School Of Communication and Performing Arts, The School of American Studies.*** Our schools within schools, house a total of 68 general education classes which are grouped heterogeneously. In addition, we have six designated self-contained ESL classes, two bridge classes which serve our Transitional Bilingual Spanish students, four *Self-contained* classes and four *Integrated Co-Teaching* classes for Students with special needs, whom are integrated within the four *Schools within a School*,. In addition, there is also a Spanish *Dual Language Program* which serves grades Kindergarten through Grade 4 which is comprised of ten classes. All of these classes reflect and target our ethnically diverse population and large number of *English Language Learners* (55%.)

The staff of PS 19 is dedicated to providing individualized instruction to accommodate the specific strengths and needs of each and every child in our school. The school's instructional model follows the *Teachers College* initiatives in Reading and Writing and the *Everyday Math* Workshop model of instruction in Mathematics. The NYS/NYC Performance Standards for English Language Arts, along with the NYC Primary Literacy Standards, are used as the basis for language arts instruction in the K-5 curriculum. In order to achieve these reading and writing benchmarks for Balanced Literacy with the support of our two Literacy Coaches and one Math Coach, a school-wide allocation of 150-minutes for literacy instruction has been scheduled. We provide academically enriched cluster programs in Music, Art, Creative Writing, Science, Social Studies, Math, Physical Education, Health, and Computer Technology. In addition, we have one part-time Reading Recovery Teacher who targets at-risk students in the first grade.

We have a state-of-the-art library and a Learning Garden that was funded by a grant from the Robin Hood Foundation. Our students actively participate in the many enriching experiences that we offer at our school. For example, we have a Glee Club, violin instruction, band, and a chess club. There are also many organizations, such as the New York City Parks, the New York Philharmonic, LEAP, N.Y. Cares, Early Stages, St. Luke's Orchestra, and the New York Tennis League. These organizations help provide our youngsters with a variety of enriching experiences.

The School of Writing and Publishing (The SWP School)

The School of Writing and Publishing focuses on writing to make a difference, writing to learn about the world, and writing to learn about authoring. Writing projects, which are highlighted in our School Enrichment Plan, include campaign projects to support legislation, social issues such as healthy lifestyles and the greening of America, pen-pals across the country, writing with photography, and author studies. Student work is highlighted in newsletters and a school newspaper, publication in a major New York newspaper, and a national magazine. Two cluster teachers service our 17 classes: a Technology-Based Writing position and a position for storytelling and language development through writing.

The School of Math, Science, and Technology (The MST School)

The School of Math, Science, and Technology is comprised of fourteen classes ranging from Kindergarten through Fifth Grade. The purpose of this school is to immerse students in instruction that develops literacy, math, science, and technology skills while applying a hands-on approach combined with project-based (*SEM*) and inquiry based (*The Five E's of Inquiry*) learning. In addition, cluster teachers focus on embedding the *New York City Science Scope and Sequence* into this content area using Foss and Delta Inquiry based kits. The MST School is comprised of fourteen classes ranging from Kindergarten through Fifth Grade. The purpose of this school is to immerse students in instruction that develops literacy, math, science and technology skills while applying a hands-on approach combined with project-based (*SEM*) and inquiry based learning (*The Five E's of Inquiry*). In addition, clusters focus on embedding the *New York City Science Scope and Sequence* into the content area.

The School of Communication and Performing Arts (The CPA School)

The focus of ***The School of Communication and Performing Arts*** is to provide additional opportunities and activities in order to further enhance the development of the students' listening and speaking skills through the arts. This School is comprised of nineteen classes in grades Kindergarten through Fifth Grade. Students participate in a year long study of music, vocal expression, theater, visual arts, and School Enrichment Projects. The CPA School also works in partnership with the Orchestra of St. Luke's, as well as a dancing performance directed by *Hot Ballroom* a musical enrichment program for students in grades three, four and five. All of these activities culminate in an annual school-wide play and communication project which is part of our Talent in the SEM Fair.

The American Studies School (The SAS School)

The School of American Studies is comprised of twenty-one classes in Kindergarten through Fifth Grade. The focus of this School is to highlight the Social Studies content area. This School carries out an in-depth study of geography, history, and cultural awareness within the Balanced Literacy Approach. While adhering to the Social Studies Standards, the students study various topics which are aligned to their scope and sequence for each grade level. Class presentations reflect the genre of Social Studies, and extensive field trips to historical sites and presentations are provided to supplement

classroom activities. As a culminating event at the end of the school year, we will celebrate the standards-based social studies projects that the students have completed during the school year.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 019 Marino Jeantet						
District:	24	DBN:	24Q019	School BEDS Code:	342400010019		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		95.4	95.0	TBD
Kindergarten	361	357	281	Student Stability - % of Enrollment:			
Grade 1	356	363	364	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	340	348	369		95.6	95.0	TBD
Grade 3	315	301	303	Poverty Rate - % of Enrollment:			
Grade 4	314	301	303	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	288	309	307		73.5	73.5	73.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		3	5	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		56	45	46
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	6	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	1974	1997	1957				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	39	Principal Suspensions	8	11	TBD
# in Collaborative Team Teaching (CTT) Classes	33	34	44	Superintendent Suspensions	3	3	TBD
Number all others	93	110	106	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	133	104	198	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	84	115	124	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	1054	1114	1117				
				Number of Teachers	127	137	136

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	37	5	2	Number of Administrators and Other Professionals	16	26	26
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.8	94.9
				% more than 2 years teaching in this school	76.4	73.0	79.4
				% more than 5 years teaching anywhere	57.5	56.9	64.7
Ethnicity and Gender - % of Enrollment:	2006-07	2007-08	2008-09	% Masters Degree or higher	93.0	89.0	92.0
(As of October 31)				% core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.0	97.9	97.8
American Indian or Alaska Native	0.0	0.1	0.1				
Black or African American	0.6	0.2	0.3				
Hispanic or Latino	89.3	90.5	90.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.6	8.1	8.1				
White	1.6	1.0	0.9				
Male	51.4	49.9	50.7				
Female	48.6	50.1	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			TBD		
School Environment:	TBD	Quality Statement 2: Plan and Set Goals			TBD		
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals			TBD		
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals			TBD		
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			TBD		
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Review of Student performance trends and other indicators of progress:

Building Academic Language:

Data Source: Standardized Testing (ELA), Progress Report, Acuity, NYSESLAT, Needs Assessment, School Accountability Report

Observations/Implications

- ❖ Our overall score for Student Progress as evidenced on the Progress Report in the 2007-2008 school year was 34.3 out of 60. On the 2008-2009 report, we received a 56.6 out of 60 granting us extra credit for exemplary proficiency gains for our ELL, Special Education and for our Hispanic population.
- ❖ As evidenced on the Progress Report, 38.6% of the ELL population improved their proficiency levels.
- ❖ Furthermore, as evidenced on the Progress Report, the ELL student subgroup (38.6%), improved their score by at least one-half of a proficiency level.
- ❖ On the Progress Report, the improvement of the ELL student proficiency levels impacted overall student performance indicated by a 22.0 out of 25.0 overall combined score .
- ❖ Although we received a score of 76.7% for our student population who achieved at least one years growth (AYP), students will still need to increase their proficiency levels in ELA in order to meet grade benchmarks.
- ❖ As evidenced in our Progress Report, 96.2% of students ranking in our schools lowest 1/3 made at least one years progress.
- ❖ As evidenced on the NYSTART School Overview Report for ELA, a review of student progress indicated that out of 292 4th grade students tested 102 students (35%) scored a Level 1 and Level 2.
- ❖ Further analysis of the NYSTART School Overview Report for ELA specifically for the ELL Sub-group indicated that out of 184 4th grade students tested 90 students (49%) scored a Level 1 and Level 2.
- ❖ From our lowest 1/3 of students in the fourth grade 88.3% are ELL's.
- ❖ NYSESLAT data indicated that from an approximate total 1300 ELL students, 767 students (59%) tested in grades 2 through 5 have fallen into the termed L2 stall, in which students remain within the Intermediate Proficiency Levels and do not progress to the Advanced Level or revert to a lower proficiency level for either two or three consecutive years.
- ❖ Further analysis of data from the NYSESLAT indicated that 5 students in Grade 3 have stalled at the Beginner Proficiency Level for 3 consecutive years, 30 students have stalled at the Intermediate Proficiency Level for 3 consecutive years and 15 students have stalled at the Advanced Proficiency Level for 3 consecutive years.
- ❖ Further analysis of data from the NYSESLAT indicated that 12 students in Grade 4 have stalled at the Intermediate Proficiency Level for 3 consecutive years and 41 students have stalled at the Advanced Proficiency Level for 3 consecutive years.
- ❖ Further analysis of data from the NYSESLAT indicated that 8 students in Grade 5 have stalled

at the Intermediate Proficiency Level for 3 consecutive years and 40 students have stalled at the Advanced Proficiency Level for 3 consecutive years.

- ❖ In addition, data reflects that our students need to improve their reading and writing skills indicated by two tested modalities of the NYSESLAT which assess students CALP. This supports the need to enhance academic language that students are expected to know beginning in the Advanced Proficiency Level.
- ❖ NYSESLAT data also reveals that students achieving proficiency levels in the lower grades are minimal as opposed to the upper grades. Therefore, attention to language and its structure in the lower grades are necessary.
- ❖ ACUITY Assessments have reinforced our student deficiency in vocabulary, story structure, and figurative language.

Data Source: Running Records

Observations/ Implications

- ❖ Most students are advancing in their reading levels, but not at an acceptable rate in order to meet targeted benchmarks (one year's growth).

Data Source: Partnerships for Accountable Talk, Book Clubs, Active Engagement)

Observations/Implications

- ❖ During classroom discussions, ELL students lack the necessary language for instructional conversations.

Data Source: Observations, Study Groups and Focused Walkthroughs

Observations/Implications

- ❖ Within the past two years we have seen an increase in the number of students who are progressing in language development as well as achieving proficiency level in grades 4 and 5. Implementations of researched strategies by Dr. Lilly Wong-Fillmore have addressed these issues and these grades. Therefore, we are expanding these strategies in grade appropriate intervention in the lower grades.
- ❖ Weekly professional development study groups are addressing differentiated instruction for the needs of our ELL population.

Data Source: Post-It Notes

Observations/Implications

- ❖ Post-it notes were not reflective of higher-order thinking did not show evidence or application of reading skills.
- ❖ Post-it notes used as formative assessment for Word Play and the Analysis of Sentence Structure and Language (Wong-Fillmore) show a significant difference in student comprehension before the intervention as opposed to after guided instruction.
- ❖ Book Club work reflected only genre studies, not the development and application of reading skills and strategies.

Collaborative Goal Setting:

English Language Arts

Data Source: Standardized Testing (ELA), Progress Report, Needs Assessment, School Accountability Report

Observations/Implications

- ❖ As evidenced on our Progress Report, we received a score of 76.7% for our students who made at least one year of progress; bringing us to 106.1% of the way from the lowest (43.9%) to the highest (74.8%) score relative to our Peer Horizon and 115.2% of the way relative to the City Horizon.
- ❖ 0.49 is our average change in proficiency for Level 1 and Level 2, which is favorable for both Peer Horizon and City Horizon. A 0.07 change was also achieved for Level 3 and Level 4, which is highly favorable. Although there has been progress we are still working on further closing the achievement gap.
- ❖ We received a score of 96.2% for our students in our schools lowest one third who made at least one year of progress.
- ❖ 51% of students did not meet AYP in 5th grade as evidenced by
- ❖ Analysis of Grade 3 ELA test score indicated that the number of Level 1 students decreased from 11% (33students) in 2008 to 5% (15 students) in 2009.
- ❖ Analysis of Grade 4 ELA test score indicated that the number of Level 1 students decreased from 9% (24 students) in 2008 to 4% (12 students) in 2009.
- ❖ Analysis of Grade 5 ELA test score indicated that the number of Level 1 students decreased from 3% (10students) in 2008 to 1% (2 students) in 2009.
- ❖ Analysis of Grade 3 ELA test score indicated that the number of Level 3 and 4 students increased from 48% (147 students) in 2008 to 71% (229 students) in 2009.
- ❖ Analysis of Grade 4 ELA test score indicated that the number of Level 3 and 4 students increased from 64% (181 students) in 2008 to 65% (189 students) in 2009.
- ❖ Analysis of Grade 5 ELA test score indicated that the number of Level 3 and 4 students increased from 65% (193 students) in 2008 to 75% (222 students) in 2009.

Data Source: Running Records

Observations/ Implications

- ❖ Most students are advancing in their reading levels, but not at an acceptable rate in order to meet targeted benchmarks (one year's growth).

Data Source: Student Reading Logs

Observations/Implications

- ❖ Students are reading everyday in school and at home. However, they did not demonstrate the building of stamina or volume in reading.
- ❖ A review of logs reflected that there was little evidence of expected student gains in reading rates or volume.

Data Source: Reading Response Books (Grades 2-5)

Observations/Implications

- ❖ Students are writing responses to their reading daily.
- ❖ Most responses are summary in nature.
- ❖ Many responses include a brief response to a prompt.
- ❖ There was minimal differentiated with prompts/not addressing very low or high performing students.
- ❖ There was minimal evidence of higher order thinking recorded in the writing.
- ❖ There was minimal difference from September to the current time in terms of volume and depth.

Data Source: Conference Notes

Observations/Implications

- ❖ Teachers are recording conferences one or two times a month, although observations and student growth indicate more frequent instructional interactions.
- ❖ Conference notes showed little evidence of an understanding of text gradient reading skills and behaviors to be taught during conferences or during individual or small groups strategy lessons by teachers.
- ❖ An examination of weekly teacher conference notes reflected a greater number of conferences (ratio of 2 to 1) for at-risk students than for on or above grade level students. Approximately, 30% of the teaching staff used instructional tool-kit materials for intervention and/or modeling literacy strategies.

Data Source: Observations, Study Groups and Focused Walkthroughs

Observations/Implications

- ❖ Not all teachers are performing at the same level of expertise with respect to Balanced Literacy, understanding of reading skills and behaviors, differentiating instruction, identifying and addressing the needs of sub-groups, interpreting assessment sources and using data to drive instruction, understanding the writing process, understanding developmental stages in literacy, and language acquisition and development.

Data Source: Learning Environment Survey

Observations/ Implications

- ❖ The Learning Environment survey reflected our need to improve communication of goals and expectations between parents, teachers, and students. Our Quality Review also found this to be an area of need.

Collaborative Goal Setting:

Mathematics

Data Source: Standardized Testing (ELA), Acuity, NYSESLAT, Progress Report, Needs Assessment, School Accountability Report

Observations/Implications

- ❖ On the Progress Report, the improvement of the ELL student proficiency levels impacted overall student performance indicated by a 22.0 out of 25.0 overall combined ELA and Math score .
- ❖ As evidenced on our Progress Report, we received a score of 73.2% for our students who made at least one year of progress; bringing us to 104.6% of the way from the lowest (41.1%) to the highest (81.8%) score relative to our Peer Horizon and 78.9% of the way relative to the City Horizon.
- ❖ 0.46 is our average change in proficiency for Level 1 and Level 2, which is favorable for both Peer Horizon and City Horizon. A 0.07 change was also achieved for Level 3 and Level 4, which is highly favorable. Although there has been progress we are still working on further closing the achievement gap.
- ❖ Analysis of Grade 3 Math test score indicated that the number of Level 1 students decreased from 1% (2students) in 2008 to 0% (1student) in 2009.
- ❖ Analysis of Grade 4 Math test score indicated that the number of Level 1 students decreased from 3% (9 students) in 2008 to 2% (7 students) in 2009.
- ❖ Analysis of Grade 5 Math test score indicated that the number of Level 1 students decreased from 2% (7 students) in 2008 to 1% (4 students) in 2009.
- ❖ Analysis of Grade 3 Math test score indicated that the number of Level 3 and 4 students increased from 92% (290 students) in 2008 to 96% (319 students) in 2009.
- ❖ Analysis of Grade 4 Math test score indicated that the number of Level 3 and 4 students increased from 83% (245 students) in 2008 to 90% (271 students) in 2009.
- ❖ Analysis of Grade 5 Math test score indicated that the number of Level 3 and 4 students increased from 86% (266 students) in 2008 to 91% (278 students) in 2009.
- ❖ Although 33% (103 students) in grade five did not meet their AYP in mathematics, 88% of them still scored within proficiency Levels 3 and 4 as evidenced using ARIS.

Data Source: Observations, Study Groups and Focused Walkthroughs

Observations/Implications

- ❖ Analysis of Informal Assessments (Mad-Minute, Teacher Observation, Formative Assessments) of 3,4, and 5 grade students found that our students recall of basic math facts were not meeting grade level benchmarks.
- ❖ In order to help increase recall of basic math facts in grades 3, 4, and 5, we are targeting students in grades 1 and 2 with strategies that provide early remediation
- ❖ During implementation of the *Everyday Math Games* and teacher created centers/activities we found that student's accuracy of basic math facts was deficient.
- ❖ Our Morning Routines Segment has also served to provide the students with additional opportunities to analyze, calculate, compare, and compute in order to strengthen basic math facts.

Summarize of major findings and highlights of your school's

What the school does well:

- ❖ Our overall score for Student Progress as evidenced on the Progress Report in the 2007-2008 school year was 34.3 out of 60. On the 2008-2009 report, we received a 56.6 out of 60 granting us extra credit for exemplary proficiency gains for our ELL, Special Education and for our Hispanic population.
- ❖ Team work and collaboration between staff is a strong feature of our school.
- ❖ Our school uses a wide variety of support services and intervention strategies in order to meet the diverse needs of all learners.
- ❖ We offer a variety of opportunities for professional development based on individual and whole school development
- ❖ Our school maintains a positive learning environment where students and adults thrive and make progress in their learning
- ❖ Our parents value the high expectations and aspirations the school has for their children.
- ❖ The academies within the school offer a range of opportunities to enrich and enhance student learning.
- ❖ Our school effectively collects and analyzes a variety of data in order to understand and meet student needs.

What are the most significant aids or barriers to the school's continuous improvement:

- ❖ As evidenced on the NYSTART School Overview Report for ELA, a review of student progress indicated that out of 292 4th grade students tested, 102 students (35%) scored a Level 1 and Level 2. Further analysis of the NYSTART School Overview Report for ELA specifically for the ELL Sub-group indicated that out of 184 4th grade ELL students tested, 90 students (49%) scored a Level 1 and Level 2. 88.3% of the fourth grade students that scored in the lowest 1/3 in ELA are ELL's.
- ❖ NYSESLAT data also reveals that students achieving proficiency levels in the lower grades are minimal as opposed to the upper grades. Therefore, attention to language and its structure in the lower grades are necessary.
- ❖ The Learning Environment survey reflected our need to improve communication of goals and expectations between parents, teachers, and students. Our Quality Review also found this to be an area of need.
- ❖ Although 33% (103 students) in grade five did not meet their AYP in mathematics, 88% of them still scored within proficiency Levels 3 and 4 as evidenced using ARIS.
- ❖ Analysis of Informal Assessments (Mad-Minute, Teacher Observation, Formative Assessments) of 3,4, and 5 grade students found that our students recall of basic math facts were not meeting grade level benchmarks. During implementation of the *Everyday Math Games* and teacher created centers/activities we found that student's accuracy of basic math facts was deficient. In order to help increase recall of basic math facts in grades 3, 4, and 5, we are targeting students in grades 1 and 2 with strategies that provide early remediation. Our Morning Routines Segment has also served to provide the students with additional opportunities to analyze, calculate, compare, and compute in order to strengthen basic math facts.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Instructional Goals	Description
I. Building Academic Language	
1A. Goal: By June 2010, we will increase the number of 4 th grade ELL students scoring a Level 3 or 4 in ELA by 3% as evidenced in the ELA School Report Card.	To further close the achievement gap for this subgroup, we hope to increase the percentage of ELL students achieving Level 3 and 4 from 52% to 55% due to the fact that 88.4% of students in the lowest one-third are ELLs.
IB. Goal: By June 2010, 80% of the teachers will have participated in school wide professional development specific to language acquisition for ELL students that will be evidenced by attendance in weekly study groups and focused walkthroughs.	To further develop teacher’s expertise in effective ESL strategies in order to increase teachers ability to integrate Academic Language Components within the delivery of their daily instruction.
II. Collaborative Goals Setting	
IIA. Goal: By June 2010, school wide communication of the development of expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents)as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.	The entire P.S. 19 community, teachers, students, parents and administrators will cooperatively design an infrastructure where clear and <i>SMART</i> goals are implemented, set and facilitated through professional development, goals setting, target interim assessment, and communication.
IIB. Goal: By June 2010, school wide communication of ELA expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents)as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.	The entire P.S. 19 community, teachers, students, parents and administrators will cooperatively develop clear ELA <i>SMART</i> goals that are implemented, set and facilitated through professional development, goals setting, target interim assessment, and communication.
IIC. Goal: By June 2010, school wide communication of Mathematics expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents)as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.	The entire P.S. 19 community, teachers, students, parents and administrators will cooperatively develop clear Mathematics <i>SMART</i> goals that are implemented, set and facilitated through professional development, goals setting, target interim assessment, and communication.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Building Academic Language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>IA. By June 2010, we will increase the number of 4th grade ELL students scoring a Level 3 or 4 in ELA by 3% as evidenced in the ELA School Report Card.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action:</p> <p>Intervention Strategies (IS)</p> <p>IS1. Teachers in the primary grades will include tier II vocabulary words in their teaching and assessment of vocabulary in content areas.</p> <p>IS2. To establish an ESL language structure which helps the students break down the meaning of a word within a sentence and the sentence as a whole by understanding syntax.</p> <p>IS3. To establish an ESL language structure to develop academic content area language by using word play between the BICS(Basic interpersonal communication skills) and CALP (Cognitive Academic Language) in both the upper and primary grades.</p> <p>IS4. Develop language frames for reading and writing</p> <p>IS5. Differentiation of conferencing, to be used daily by the ESL teacher, using the Cappellini checklists during the Active Engagement of the lesson in order to assess language development.</p> <p>IS6. Implement 2 out of the 4 sessions during non-fiction shared reading program in the upper grades to address academic content language and build syntax background knowledge.</p> <p>IS7. Develop a menu that will help staff servicing ELL students to differentiate their lessons.</p> <p>IS8. Use the Read Aloud component of our Balanced Literacy Instruction to expose and introduce students to complex language and structure beyond their reading level.</p>

	<p>IS9. Through our SEM projects games are being designed and created by the students for the purpose of learning and applying content area vocabulary.</p> <p>IS10. Within the Shared Reading Component and daily lesson planning attention will be called to sequence words, figurative language and mapping meaning to phrases.</p> <p>IS11. Utilize spelling inventories to differentiate word study instruction from the <i>Words Their Way Program</i> three times a year.</p> <p>IS12. Teachers and related staff will include a science and math journal that will include academic content vocabulary.</p> <p>IS13. Teachers will allow for ample discussion time during daily lessons in order for students to transfer prior knowledge about the topic into their second language (L2).</p> <p>IS14. Teachers will include in their daily presentation of lessons strategies, such as the preview of vocabulary and topics in order to activate prior knowledge and prepare students for upcoming lessons to be implemented as needed to aid ELL students.</p> <p>IS15. Teachers and related staff will conduct end of unit assessments that will include academic content vocabulary.</p> <p>Inquiry Team (IQ)</p> <p>IQ1. Creation of an additional Inquiry Team to serve as a vehicle to put in place a structure to research and assess areas of need of ELL students that target strategies in which academic language will be analyzed and shared with staff.</p> <p>IQ2. Within this year's ELL Inquiry Team we will track the students formally in the fourth grade to monitor their success and strategies for this fourth grade group.</p> <p>Administrative Decisions(AD)</p> <p>AD1. Continue to implement during 37.5 min program the structured intervention (Fillmore) whereby intervention teachers will implement a set procedure and structure to be taught to students. Structure and syntax of sentences will be addressed to assist students in gaining comprehension and meaning from their reading.</p> <p>AD2. In addition to our five ELL Self-Contained classes, the organization of a Second Grade new comers class of 16 students was organized in order to address differentiated student needs.</p> <p>AD3. Continue to develop a program by selected staff members of the Thinking Curriculum in the Science Content Area for grades 4 and 5 in order to address strategies such as deconstructing sentences for meaning, unpacking sentences for the creation of smaller sentences, word cards for vocabulary.</p>
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	<p>AD4. Target ELL student sub-groups such as first time test-takers, long term ELL's, etc. for Extended Day Programs.</p> <p>Materials (M)</p> <p>M1. Individual classroom materials will be implemented such as the ELL "Words their Way" for the specific needs and levels of students in addition to grade benchmarks.</p> <p>M2. Use Shared Reading materials for the purpose of improving fluency, comprehension and academic vocabulary.</p> <p>M3. Use purchased magazines and <i>Scholastic News</i> to enhance reading motivation, background knowledge and vocabulary.</p> <p>M4. Use of charts to include labels, graphic organizers, and other visual aids for instruction and support during student independent activity.</p> <p>Data Driven Instruction (D)</p> <p>D1. Teachers will set and monitor class improvement goals from their class analysis of reading level data sheets three times a year.</p> <p>D2. Use of Post-it Notes for Pre and Post Assessment</p> <p>D3. Use of Anchor Charts that include Sentence Prompts</p> <p>D4. Use of Word Wall for Instruction</p> <p>D5. Use of Word Play Cards for development of language</p> <p>Professional Development (PD)</p> <p>PD1. Continue training of additional staff to administer intervention researched by Dr. Lilly Wong-Fillmore (Tier I and II)</p> <p>PD2. During professional development, ESL teachers will collaborate their expertise of ELL strategies to support genre, differentiation of instruction and student needs.</p>								
	<table border="1"> <tr> <td>TL Children First:</td> <td>IS1-3, IS9, PD1-2</td> </tr> <tr> <td>C4E:</td> <td>IS4-5, IS9, AD1-4, M2-4</td> </tr> <tr> <td>TL Inquiry:</td> <td>IQ1-2</td> </tr> <tr> <td>TL:</td> <td>IS 6-15, M1, D1-5</td> </tr> </table>	TL Children First:	IS1-3, IS9, PD1-2	C4E:	IS4-5, IS9, AD1-4, M2-4	TL Inquiry:	IQ1-2	TL:	IS 6-15, M1, D1-5
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TL Inquiry:	IQ1-2								
TL:	IS 6-15, M1, D1-5								

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Initial Indicator September 2009:

- ❖ Analysis of Previous Years ELA Data.
- ❖ September TC Running Records
- ❖ NYSESLAT Progress Report

Interim:

- ❖ Analyzing the TC Running Records within the ELL Sub-group to continue to monitor correlations between their academic progress and proficiency levels. (Nov. and March)
- ❖ High Frequency Word Assessment (Nov. March)
- ❖ Lesson plans and observations
- ❖ Non-Fiction Shared Reading Anchor Charts
- ❖ CALP Walkthroughs
- ❖ Formative Language Assessment
- ❖ Student-Teacher Conferencing (Bi-Weekly)
- ❖ To assess student discussions in order to track increases in proficiency levels during Active Engagement and Partnerships.
- ❖ To assess students verbally, and through conferences and small group in order learn student deficiencies and teach reading skills that can increase comprehension.- Pre-Post “Juicy Sentence” Assessment (Daily)
- ❖ Students will think critically as evidenced in skills such as inferencing, predictions etc.- (Daily)
- ❖ Students will show an increase in reading comprehension as evidenced by student discussions and participation in lessons. – (Daily)

End-Term- June

- ❖ Analysis of 2010 ELA Scores (June)
- ❖ Analysis of NYSELAT Scores (June)
- ❖ TC Running Record Comparison
- ❖ Evaluation of AYP and 1.5 years growth
- ❖ Increase in Level 3 and Level 4 in content area New York State Assessments - (June)
- ❖ Gains in the Progress Report for ELLs- (June)

SECTION VI: ACTION PLAN

Building Academic Language

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IB. Goal: By June 2010, 80% of the teachers will have participated in school wide professional development specific to language acquisition for ELL students that will be evidenced by attendance in weekly study groups and focused walkthroughs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action:</p> <p>Professional Development (PD)</p> <p>PD1. Give the primary grades professional development on “word play” and Tier I, II and III words.</p> <p>PD2. Provide opportunities during study groups, grade/school conferences and professional development sessions for the identification and sharing of strategies and techniques that strengthen academic content vocabulary to be implemented daily with ELL students</p> <p>PD3. Continue to develop the Shared Reading Component during study groups to encourage teachers to develop their own lessons and choice of “complex sentences” to be implemented beyond the Shared Reading as evidenced by student need.</p> <p>PD4. Strengthen the Read Aloud to support modeling of language and its structure.</p> <p>PD5. Continue professional development on the use of Think Aloud and Turn and Talk to provide additional opportunities for development of language.</p> <p>PD6. Provide intense professional development that supports oral story telling and “holding on to a story” for the purpose of language development.</p> <p>PD7. Utilize Teacher’s College Staff Developers and Lab Sites to strengthen and deepen staff instructional knowledge.</p> <p>Data Driven Instruction (D)</p> <p>D1. Administration will conduct monthly walkthroughs to observe various stages of instructional needs and identify best practices that will be addressed.</p> <p>D2. Use of Anchor Charts</p> <p>D4. Use of Word Wall for Instruction</p> <p>D5. Use of Word Play Cards</p>

	<p>Inquiry Team (IQ) IQ1. Develop a Kindergarten Inquiry Team to assess and target strategies that support oral story telling and “holding on to a story” for the purpose of language development.</p> <p>Materials (M) M1. Charts, index cards M2. Non-Fiction Literature</p>								
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="1"> <tr> <td>TL Children First:</td> <td>PD1</td> </tr> <tr> <td>Title 1:</td> <td>PD7, PD2</td> </tr> <tr> <td>TL Inquiry:</td> <td>IQ1</td> </tr> <tr> <td>TL:</td> <td>All PD Sections and All Data and Materials</td> </tr> </table>	TL Children First:	PD1	Title 1:	PD7, PD2	TL Inquiry:	IQ1	TL:	All PD Sections and All Data and Materials
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TL Inquiry:	IQ1								
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2009:</u></p> <ul style="list-style-type: none"> ❖ Analysis of Previous Years ELA Data. ❖ September TC Running Records ❖ On-Demand Writing- <p>Interim:</p> <ul style="list-style-type: none"> ❖ On-Demand Writing- (October, February) ❖ Accuity- (November) ❖ TC Running Records- (November & March) ❖ Reading Logs, Reader’s Response Notebooks, Writing Folders- (Weekly) ❖ Student-Teacher Conferencing (Bi-Weekly) ❖ Professional Development Agendas ❖ Focused Walkthroughs <p>End-Term- <u>June</u></p> <ul style="list-style-type: none"> ❖ Analysis of 2010 ELA Scores ❖ TC Running Record Comparison 								

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Collaborative Goals Setting-

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IIA. Goal: By June 2010, school wide communication of the development of expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents)as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action:</p> <p>Inquiry Team (IQ) IQ1. Establish a 5th grade Inquiry Team which identifies students who have not met their Annual Yearly Progress (AYP) and uses the fourth grade ELA exam item analysis and their current reading levels to set goals that will address specific student need.</p> <p>Professional Development (PD) PD1. 90% of the teachers will engage in professional development. PD2. Develop and support teacher conversations around assessments. PD3. Discuss during professional development groups what students should know and be able to do at each benchmark, genre study and grade level. PD4. Develop SMART Goals as a school and by grade PD5. Learn to interpret item analysis results, formulate a plan of action to support learning target and draft test prep materials that reflect specific skills.</p> <p>Data Driven Instruction (D) D1. Movement of TC Running Records to assess and develop Action plans D2. Tracking with specific targets and goals (greatest area of need) in mind to establish driving force for instruction. D3. Effective Communication of Assessment and its use for instruction</p> <p>Administrative Decisions(AD) AD1. Present broad directives as specific and measurable performance goals that have a clear purpose and target. AD2. Implement a structure where students, teachers, administrators and parents set</p>

	<p>goals or aware of the goals set, when possible SMART goals.</p> <p>AD3. Instructional Cabinet Study group on developing SMART goals using “The Power of SMART Goals” by Jan O’Neil and Carol Pulsfud to facilitate the research and plan.</p> <p>Materials (M)</p> <p>M1. Scantron Machine for grading exams to disseminate data efficiently</p> <p>Parental Development (PA)</p> <p>PA1. Develop and distribute letters to inform our parents of their children’s current reading levels along with sample texts on reading level to be achieved, in order to indicate strategies for success, study units expectations and goals.</p> <p>PA2. Develop guides for parents reflective of student levels for different content areas</p> <p>PA3. Translation will be available for all orientation sessions: <i>Meet the Teacher, Parent Workshops, PA Meetings, and School Leadership.</i></p> <p>PA4. We will increase our efforts to translate in all languages for our parents official letters and school notices that communicate expectations and school goals</p> <p>PA5. Parents will receive the monthly connection newsletter which includes helpful hints to support instruction and inform them of the grades current unit of study.</p> <p>PA6. Workshops for lower and upper grade parents to support literacy and math instruction at home.</p> <p>Student Involvement (SI)</p> <p>SI1. Shared responsibility for learning in which students set up child friendly goals for themselves and monitor their own learning.</p> <p>SI2. Involve students in conversations around their learning and its process to build motivation.</p> <p>SI3. Students have access to technology base sites that provide them individual test results and practice of needed skills.</p>										
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="1"> <tr> <td>Title I:</td> <td>PD1-4, D1-D3, PA1-5</td> </tr> <tr> <td>C4E:</td> <td>PD1-4, D1-D3</td> </tr> <tr> <td>TL Inquiry:</td> <td>IQ1</td> </tr> <tr> <td>TL:</td> <td>AD1-3, SI1-2, PA1-PA5</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Title I:	PD1-4, D1-D3, PA1-5	C4E:	PD1-4, D1-D3	TL Inquiry:	IQ1	TL:	AD1-3, SI1-2, PA1-PA5		
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C4E:	PD1-4, D1-D3										
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Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicator September 2009:

- ❖ Analysis of Previous Years ELA Data.
- ❖ September TC Running Records
- ❖ On-Demand Writing-

Interim:

- ❖ On-Demand Writing- (October, February)
- ❖ Acuity- (November)
- ❖ TC Running Records- (November & March)
- ❖ Reading Logs, Reader's Response Notebooks, Writing Folders- (Weekly)

End-Term- June

- ❖ Analysis of 2009 ELA Scores
- ❖ TC Running Record Comparison
- ❖ On-Demand Writing

Subject/Area (where relevant): Collaborative Goals Setting

Subject/Area (where relevant): Collaborative Goal Setting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IIB. Goal: By June 2010, school wide communication of ELA expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents) as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action: ELA</p> <p>Inquiry Team (IQ)</p> <p>IQ1. Primary Grade students were not adequately progressing across levels in reading. Primary Grade teachers will identify student, look across the data, develop a theory about the strategies that are scaffolded among the reading levels, and form an action plan for those students.</p> <p>IQ2. Documentation of Inquiry Team Case Study of students in grade three who are reading within levels L,M, N in order to support the transition from books that provide picture support to books that do not, and also, to strengthen envisionment skills in an effort to hold onto story.</p> <p>Professional Development (PD)</p> <p>PD1. Implement a structure where students, teachers, administrators and parents set goals or aware of the goals set, when possible SMART goals, that are facilitated through the following guidelines: Where do we want to be?, Where are we now?, How will we get to where we want to be?, What are we learning?, Where should we focus next?</p> <p>PD2. Grade study groups and content area professional development on developing goals, interim assessments, ways to communicate and share the responsibility with students and parents, in particular parent involvement in homework and content study guides.</p> <p>Data Driven Instruction (D)</p> <p>D1. Closely monitor Adequate Yearly Progress in ELA and Mathematics to develop appropriate and consistent goals that will target students academic growth.</p> <p>D2. Develop Quality assessment that involve classroom and individualized student assessment, record keeping and communication of results.</p>

Intervention Strategies (IS)

- IS1.** Implement strategies suggested in “A quick guide to Making your Teaching Stick” by Shanna Schwartz as a method to facilitate the communication and follow through. Students will learn to hold onto what they have learned so that teaching will have a more lasting impact as strategies will be internalized.
- IS2.** Implement new conference checklists and forms that allow teachers to identify predictable behaviors of readers and writers and use this data for small group instruction.
- IS3.** Develop guided reading strategies charts by levels that look closely at text and conceptual difficulties between levels and list strategies to support movement to higher levels.
- IS4.** Bulletin Boards, rings with index cards for the students as well as folders that reflect interim targets set to meet the SMART goals.
- IS5.** Teachers will collaborate to review test data and create targeted test prep skill work using the Book of the Month, common text as well as shared reading non-fiction pieces.

For all stakeholders:

- A1.** We will continue to review results of the *Quality Review, Progress Reports*, and pertinent information (School Data) at SLT, PA, and Faculty Conferences)
- A2.** We will continue to display the monthly units of study in all content areas on a bulletin board in front of the main office.
- A3.** Standardized grading on report cards based on specific benchmarks in reading, writing and math.
- A4.** After each instructional cycle the inquiry team representatives will report findings to the SLT, PA, and Faculty Conferences.
- A5.** Administration will review the contents of the monthly suggestion box

For staff members and students:

- A6.** Via email and the P.S. 19 school blog, we will support efforts to communicate with all staff expectations and goals.
- A7.** A longitudinal student profile will be updated and maintained in order to track progress and provide support in the given areas such as: AIS, Extended Day, PPT, PPC, and Test Modifications for all students K-5.
- A8.** With teacher guidance, students will set annual goals for reading rates, levels,

	<p>and volume that will be measured and monitored four times a year.</p> <p>A9. Students will self-assess for the reading, writing, and math strategies they are using</p> <p>A10. Weekly calendar for Instructional and Administrative Needs in SLT)</p> <p>Student Involvement (SI)</p> <p>SI1. Develop study guides for students in different content areas.</p> <p>SI2. Conduct Student Celebrations/Accomplishments when students have met set goals.</p> <p>SI3. Rubrics to be used by students to assess their own work and provide feedback to their partners.</p> <p>SI4. Students routinely examine their own reading and writing work in order to set and monitor their individual goals.</p>								
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="1"> <tr> <td>Title I:</td> <td>PD1-2</td> </tr> <tr> <td>C4E:</td> <td>PD1-2</td> </tr> <tr> <td>Inquiry:</td> <td>IQ1, IQ2</td> </tr> <tr> <td>TL:</td> <td>IS1-5, A1-10, SI1-4</td> </tr> </table>	Title I:	PD1-2	C4E:	PD1-2	Inquiry:	IQ1, IQ2	TL:	IS1-5, A1-10, SI1-4
Title I:	PD1-2								
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Inquiry:	IQ1, IQ2								
TL:	IS1-5, A1-10, SI1-4								
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2010:</u></p> <ul style="list-style-type: none"> ❖ Professional development agendas ❖ Walkthroughs- Classroom checklist ❖ Observations ❖ Informal student and parent interviews ❖ Bulletin Boards reflecting the goals for the units. ❖ Bulletin board in the upper grades with students individual goal's met ❖ Parent surveys at PTA meetings ❖ 2008-2009 Learning Environment Survey <p>Interim:</p> <ul style="list-style-type: none"> ❖ Teacher and Parent Survey on Projected Gains –(As needed) ❖ Weekly Calendar- (Weekly) ❖ Email- (On-Going) <p>End-Term- <u>June</u></p> <ul style="list-style-type: none"> ❖ Analysis of 2009 ELA Scores ❖ 2009-2010 Learning Environment Survey 								

Subject/Area (where relevant): Collaborative Goal Setting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IIC. Goal: By June 2010, school wide communication of Mathematics expectations and goals will be increased among all stakeholders (90% of the teachers 75% of the students in grades 3-5 50% of the parents)as evidenced by an increase of 1.0 points on the School Environment Survey for each of these two areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action: MATH Inquiry Team (IQ)</p> <ul style="list-style-type: none"> IQ1. Development of Mathematics Inquiry Team in Grade 1 for the purpose to examine and remediate the deficiency of place value and basic additional an subtraction facts. IQ2. Additional Inquiry Team to analyze and document differences between the Grade 3 and Grade 4 exams in order to help students meet and/or exceed their Annual Yearly Progress. <p>Professional Development:</p> <ul style="list-style-type: none"> PD1. Using the 2009 Math Item Analysis, the Math Inquiry team found the need for the Math Coaches to provide professional development for the classroom teachers and support staff on the use of hands-on materials and vocabulary when teaching specific skills. PD2. Using the 2009 Item Analysis for Math, classroom teachers in Grades 4 and 5 along with the Math Inquiry team members will be given an Excel Spreadsheet of their current class’ analysis from the previous year’s exam to address those indicators in which the students were not successful. PD3. In grades K-5 professional development will be provided to demonstrate the proper use of manipulatives to develop mathematical concepts. PD4. Using the data from the monthly analysis grids, Acuity, and student work, study group sessions will be used to establish collaborative teams that will discuss practices and resources to improve student learning. <p>Administrative Decisions(AD)</p> <ul style="list-style-type: none"> AD1. Prior to unit assessment a review sheet is sent home to parents for them to practice the material that students will be assessed on. AD2. Create a system of standardized unit assessment in Mathematics to inform parents of grade benchmarks (K-5). AD3. Monthly parental letter will indicate the goals of the upcoming unit.

AD4. Development of partnerships in during Mathematics instruction to foster math communication and Accountable talk for our ELL subgroup.

Data Driven Instruction (D)

- D1.** Identify our Level 1 and Level 2 students and provide additional instruction
- D2.** Three times a year, each teacher will have the opportunity using Acuity to identify those students in the lowest 1/3 who are not meeting their AYP. (1 ITA, 2 Predictive Assessment.)
- D3.** Use of a Baseline Assessment and Bi-Monthly Analysis Grids to target small group instruction for students who are continue to show deficiency in the New York State Performance Indicators.
- D4.** Analysis of the Bi-Monthly Analysis Grids will lead to a creation of a Scantron Assessment that will include specific indicators (trends) that require additional instruction.

Intervention Strategies (IS)

Using ARIS, teachers will:

- IS1:** Identify our Level 1 and Level 2 students and provide additional instruction through an Early Bird and Extended Day Program.
- IS2.** Identify our high Level 3 and Level 4 students and group them into a Saturday Enrichment Program.
- IS3.** Offer our Special Education students an Early Bird and Saturday Program to meet their needs.
- IS4.** Offer our Bilingual students an Early Bird and Extended Day Program using appropriate Materials.
- IS5.** Beginning in October 2009 and continuing until June 2010, classroom teachers will use the *New York State Coach* book to reinforce the New York State performance indicators.
- IS6.** For the 37.5 minute AIS period, *Mathematics Skills, Concepts, Problem Solving* will be used to reinforce the skills needed to meet grade level standards once a week from September through December and increasing to two times a week from January through June.
- IS7.** Math Coaches will continue to work on reinforcing the use of open-ended/higher order thinking questions to prompt discussions and to look into student thinking.
- IS8.** The Math AIS teachers will provide intervention to address the needs of students who have been identified as needing additional intervention based on the March 2009 NYS Math Exam. The programs will begin in October 2009 and end in June 2010. Each AIS Intervention Teacher will have specific materials and assessments that will be tailored to each group's needs.
- IS9.** Use of Kindergarten centers to provide differentiated hands-on instruction.

	<p>Materials (M)</p> <p>M1. For the purpose of further developing mathematical concepts additional manipulatives were purchased to help bring instruction from the abstract to the concrete. The following materials were purchased for all grades:</p> <ul style="list-style-type: none"> • Large magnetic money • Magnetic Pattern Blocks • Magnetic Place Value Blocks • Magnetic Fraction Bars and Pieces • Student Number Lines • Hundreds Boards • Demonstration Protractors • Transparent Rulers and Protractors • Visual Demonstration Regrouping Charts • Percent, Decimal, Fraction Equivalency Flips • Flash Cards • Wipe off Sleeves for Mad Minute and Math Routines • Magnetic Number Lines 										
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="1"> <tr> <td>Title I:</td> <td>PD1-4, AD3</td> </tr> <tr> <td>C4E:</td> <td>PD1-4, IS1-3</td> </tr> <tr> <td>TL:</td> <td>AD1-4, D1-4, IS6-9, M1</td> </tr> <tr> <td>TL Inquiry</td> <td>IQ1-2</td> </tr> <tr> <td>Title III:</td> <td>IS1-4, M1</td> </tr> </table>	Title I:	PD1-4, AD3	C4E:	PD1-4, IS1-3	TL:	AD1-4, D1-4, IS6-9, M1	TL Inquiry	IQ1-2	Title III:	IS1-4, M1
Title I:	PD1-4, AD3										
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TL Inquiry	IQ1-2										
Title III:	IS1-4, M1										
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2009</u>:</p> <ul style="list-style-type: none"> ❖ Acuity Predictive Assessment (June 2009) ❖ Item Analysis of the 2009 NYS Math Assessment ❖ In house Summative Assessment to assess mastery of previous year's indicators. <p>Interim:</p> <ul style="list-style-type: none"> ❖ Acuity ITA Assessment ❖ Predictive Acuity Test (December) ❖ EDM In house created end of unit Assessments (Monthly) ❖ Customized review sheets and assessments according to New York State Math Standards (Bi-Monthly) <p>End-Term</p> <ul style="list-style-type: none"> ❖ 2010 NYS Math Assessment (one year's progress) – June ❖ K-5 Customized end of year assessment 										

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	0	N/A	N/A	44	5	5	
1	110	12	N/A	N/A	30	6	6	
2	205	16	N/A	N/A	42	6	6	
3	135	38	N/A	N/A	64	16	16	6
4	105	35	345	N/A	81	9	9	3
5	180	45		45	25	15	15	5
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Foundations • Wilson • LEXIA (ELA) • Leap Track • Leap Frog • Reading Recovery • Schools Attuned Philosophy • Imagine Learning • Headsprout • LLI • ALLL • Early Bird- <i>After the Bell, Best Practices in Reading, STARS-for 1st time test takers, Three Steps to Reading Success, Comprehensive Reading Assessment (CARS), Strategies for Success, Finish Line Reading,</i> • 37.5 And NYS- ELA Coach • Extended Day: <i>Read, Write, Edit and Listen,</i> <p>Saturday: <i>Read, Write, Edit and Listen:</i></p>	<p>Fundations Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction. Two additional staff members also utilize the program for small group intervention. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities. Furthermore, targeted small group intervention is available for students in the lowest 30th percentile.</p> <p>Wilson The Wilson Reading System directly and systematically teaches students how to accurately and fluently decode. It is unlike the traditional phonics program in that the instruction is interactive and multi-sensory. Students learn to encode as they decode. It is suggested for the students who have not internalized the letter/sound relationships for reading and writing. The program emphasizes decoding. When combined with the proper literary component, the program has shown that students can move ahead with comprehension and fluency. Services are offered as part of a 90-minute block for four times a week by two SETSS and two reading teachers.</p> <p>LEXIA (ELA) The Lexia Program is a Technology Based program, designed to help students acquire and improve basic reading skills. Learning Activities focus on developing and reinforcing automatic word recognition skills. The activities reinforce the application for word attack strategies to single words and contextual material. Additional activities also focus on activities that develop the phonological structure of language as well as on monitoring for meaning. Timed activities have been included to increase automatically and pictures are used to facilitate comprehension. Listening skills and following directions are also an important part to the program.</p> <p>Leap Track</p>

Leap Track is a Reading and Language Arts Program administered in small groups three to five days a week by a designated AIS Teacher. Students are given formative assessments in reading and language arts. Reports are also generated for each student outlining student progress. Areas of strengths and weaknesses that are identified by the reports or the instructor are used and shared with the classroom teacher in order to develop a Learning Path in the following areas: Phonemic Awareness, Grapho-phonemic Knowledge, Vocabulary and Comprehension, capitalization, punctuation, sentence formation, and paragraph Organization.

Leap Frog

Leap Frog is a Technology Based Program that was purchased for Kindergarten and First Grade classroom to develop phonological awareness. The Leap Pads are set up in a Learning Center for students to work independently. The Program engages students in several learning styles in order to assure that they target the individual child. The Leap Frog Program also continuously monitors by assessments, to ensure valid measures of student performance. By ensuring the assessments align with established instruments, the effectiveness of our program is maximized. When used regularly, formative assessments provide essential information to teachers and school administrators, acting as a guide and early warning system to monitor the progress of individuals and groups of students toward achieving grade-level targets.

Reading Recovery

The Reading Recovery Program works one-to-one with students for a 30-minute period. It addresses all seven pieces as outlined in the National Reading Panel, including phonics, phonemic awareness, Fluency, Writing Vocabulary, and Comprehension. The framework of each session includes both reading and writing.

Schools Attuned Philosophy

The Schools Attuned Program is a comprehensive professional development and service delivery program from All Kinds of Minds that offers educators new methods for recognizing, understanding, and managing students with differences in learning. This program offers students modifications and accommodations to address each student's learning profile.

Imagine Learning

Imagine Learning English is a one-to-one K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is combined with art, and music and delivered through computer technology. It also teaches direct vocabulary and academic content vocabulary, listening and speaking, phonemic awareness, emergent literacy with support of graphic organizers. Program will be used by ELL students within their classrooms to support instruction and reading proficiency levels.

Headsprout

Headsprout is an early literacy research-based instruction reading program that exposes young readers to the many different skills and strategies needed to become fluent readers through interactive fun programs. This program is geared for first grade students as an early intervention program that provides the maximum benefit to non-reading, beginning reading, and struggling-reading early elementary students. Headsprout also provides teachers with complete reports on how well and how much their students/children have progressed.

LLI

Leveled Literacy Intervention (LLI) is a scientifically-based reading intervention system written by Fountas & Pinnell, that is designed to prevent literacy difficulties rather than correct long-term failure. It is an early intervention program based on the fundamentals of Reading Recovery. There are 3 kits: the orange kit (Kindergarten) which works with levels A - C; the green kit (First Grade) which works with levels A-J; and the blue kit (second grade) which works with levels C - N.

Leveled Literacy Intervention (LLI) is a small group, supplementary intervention designed for children who find reading and writing difficult. It is recommended that the group contain three children for maximum benefit, but no more than six. These children are the lowest achievers in literacy in their grade level. The goal is to bring the children to grade level achievement. The books are based on the Fountas and Pinnell gradient of text difficulty.

LLI lessons are provided on a daily basis and each thirty-minute lesson provides instruction in reading, writing and phonics/word study. It is a short term intervention designed to provide up to 120 days of intervention. As one group exits, a new group enters the teaching slot.

More highlights of the program:

- *It is fast paced and designed to move quickly.
- *The focus of reading is deep comprehension of texts.
- *The focus of writing is the building of early writing strategies, using sound analysis, spelling skills and early writing conventions.
- *Lessons include attention to fluency and phrasing as well as fluency in writing.
- *High quality texts
- *Each lesson includes systematic phonics instruction focusing on key aspects of phonics, phonological awareness, letter formation and knowledge, letter-sound relationships, word structure, spelling patterns, high-frequency words and word-solving actions.
- *Progress-Monitoring and record-keeping are included in the kit.

ALLL

ALLL uses drama, visual arts, music and creative movement, cooking, games and story telling to improve young and emerging reader's decoding skills, vocabulary, language fluency, reading comprehension, and writing skills. For students in grades K-2, ALLL classes take field trips to the Museum of Natural History's Discovery Room and participate in bird walks with the Audubon Society. ALLL activities fully integrate into any literacy program, including the Readers and Writers Workshop. Statistical evidence shows the ALLL program greatly increases the literacy level of students, as measured by the ECLAS test. A quantitative analysis of the program by independent evaluators from NYU showed that students receiving the ALLL program scored significantly higher than other students who did not receive the program.

Early Bird

Before School Intervention is offered for students in grades 2 to 5 who are targeted as At-Risk for reading level. Students are divided in terms of ELL students, General Education at-risk, Special Education, and first time test takers (recently arrived in country.) Materials used for students are differentiated according to their specific needs;- *After the Bell, Best Practices in Reading, STARS*-for 1st time test takers, *Three Steps to Reading Success, Comprehensive Reading Assessment (CARS), Strategies for Success, Finish Line Reading*

ESL Instruction:

Balanced Literacy Model with Established Language Goals and use of scaffolding techniques is used by all self-contained ESL and Bilingual Classes. In addition, ten ESL Push -In teachers provide individualized instruction for ELL students in Grades K to 5. Further support and individualization is provided for these students during the 37.5 minute program.

37.5 Minute Program

During our 37.5 minute period of extension of school, students who require additional instructional time according to their need of content area instruction or teacher recommendation. Support is offered in all core academic subjects. Materials vary according to subject and student proficiency levels. In addition, during this time, we also administer strategies that follow the Lilly Wong Fillmore research of academic vocabulary for 4th grade ELL students.

Extended Day

After the school day, additional time was given to all students who were in need. Students who attended, used the NYS ELA Coach to practice and provide skill analysis and intervention. *Read, Write, Edit, and Listen (RWEL)* provides students with intervention strategies based on their grade level.

	<p>Saturday Academy At or above level students in grades 3-5, who are not serviced during the 37.5 min. tutorial are offered an opportunity to attend these sessions. Materials for these sessions include RWEL and an arts enrichment component.</p> <p>AIS Literacy Specialists Provide daily push-in support in all grades K to 5. The Literacy Specialists follow the TC Units of Study and the content area curricula to give additional support and differentiate instruction for these students. The specialists use both formal and informal assessment tools such as the TC Reading records. The specialists conference with at risk students and SWD or LEPs individually and work with the students in strategy and guided reading groups.</p>
<p>Mathematics:</p> <ul style="list-style-type: none"> • Small Group Skill Intervention Using EDM • Early Bird Program • Minute Math • Problem Solving Strategies • Focus on Math • Extended Day • Saturday Academy • Math ELL Initiative • Elements of Daily Math • New York State Coach Book (March to March Indicators) • Houghton Mifflin Math • Math Inquiry Team 	<p>Small Group Skill Intervention Math /37.5 Minute/ Early Bird Intervention Program During the school day and during the 37.5 extended time, students are involved in small group and differentiated instruction which allows teachers to focus on individual student needs and weaknesses.</p> <p>Problem Solving Math All classroom teachers in Grades 3 to 5 have been given the resource book <i>Introduction to Problem Solving</i> by Sue O’Connell. Approximately, every two weeks a different problem solving strategy is introduced to the students. The problem is modeled by the teacher, and then, the students work individually or in groups on a different problem using the same modeled strategy. This problem is then displayed in and out of the classroom illustrating how they solved it. Two other problems using the taught strategy are also distributed to be worked on at home for additional reinforcement. Each student has his/her own Problem Solving Strategy folder with the strategies listed on the cover and a two- and three- point rubric inside.</p> <p>Minute Math All classes in Grades 2 to 5 will continue to participate in the Mad Minute program. Each week students complete a sheet that targets a specific skill i.e. addition, subtraction, multiplication, etc. The results are recorded on a class list. These scores are tabulated and identify the student(s) with the highest score(s). In addition, this program enables the teacher to identify any student who might need extra help with these basic mathematical processes. On a monthly basis, students who have scored highest in each grade are given awards and other incentives to continue to achieve.</p> <p>Focus on Math (After ELA) (Tier I) The focus on math program is more specific to mathematical strands. This program targets specific math strands that the students need additional differentiated instruction in and uses specific materials related to that strand. Upon taking a closer look at individual student needs using an item skill analysis, these students are receiving instruction focusing on their particular needs and weaknesses.</p>

	<p>Extended Day Third, Fourth and Fifth grade students participated in this school based program. Materials used for their instruction was the NYS Workout. This preparation time worked not only on math skills, but, prepared the students by allowing them to become familiar with timing and format of the test.</p> <p>Early Bird Having identified that our ELL population has significant difficulty with math exam, our school provided ELL students with a program that target their specific needs. Using ESL methodologies for instruction, the students were given math instruction specifically including content area vocabulary to improve their mathematical proficiency levels.</p> <p>Saturday Academy Enrichment Program for the Level 3 Students</p> <p>Math ELL Initiative The goals of the program were to:</p> <ul style="list-style-type: none"> • Gain insight into the culture, language development, and mathematics strategies for the ELL population • Deepen the pedagogical content knowledge in mathematics • Learn how to develop academic knowledge through classroom mathematical discussions • Use manipulatives to model mathematical concepts • Improve the questions teachers ask during math lessons <p>AIS Math Specialists Provide daily push in programs to support implementation of strategies in mathematics for ELL students.</p> <p>Math Inquiry Team Currently working with selected 5th grade students in the lowest third on the 2008 Math Exam who displayed a need to improve in the Number Sense and Operation Strand.</p>
<p>Science:</p> <ul style="list-style-type: none"> • Early Bird Program • Saturday Program • Intensive Tier I Instruction (4th grade) • 37.5 Minute Instruction • ELL Push-In for Science Content 	<p><u>Tier I Instruction</u></p> <p>Comprehensive Assessment for Level 2 Students New York Coach for Level 3 students Included a 30-minute Read Aloud Session Included the use of the Passwords Vocabulary Selected ESL Teachers support the science curriculum calendar using literature that is aligned with the Harcourt text series. Specifically these teachers work on science content vocabulary with a small group of students.</p>

<ul style="list-style-type: none"> Special Education Support Services (CTT, SPED) 	<p>AIS/SPED Support Services- Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups</p> <p><u>Tier II Instruction</u> 37.5 Minute Instruction AIS/SPED Support Services- Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups Included the use of the Passwords Vocabulary Book Extension of Activities</p> <p>AM Early Bird Comprehensive Assessment 3 for Level 1 students and CTT Saturday Program Third and Fourth graders practiced using the NYS Coach Elementary Science Book. Program included practice homework, and a study guide including academic vocabulary.</p>
<p>Social Studies:</p> <ul style="list-style-type: none"> Early Bird Program Item Skill Analysis and Practice 	<p>AM Early Bird Program A total of sixty students were identified for a ten session Early Morning Social Studies Program. It began on October 7th and ended on Nov. 10th. Fifty of those fifth grade students were English Language Learners (Advanced Level) and ten had scored in the Level 2 Range of the ELA from 2008. Attendance was closely monitored as it was used in an analysis of these students' social studies test scores to measure the effectiveness of the intervention.</p> <p>An instructional package was prepared for the teachers of this program with an emphasis on the Document Based Questions. The teachers used a Practice Book from Scott Foresman <i>Strategies for Success</i> on a fourth grade level as well as actual previous tests. There was targeted instruction in the analysis of primary documents using the U.S. National Archives and Records Administration Analysis Worksheets. There was practice in various types of primary documents including photographs, maps, letters, cartoons, and posters. Teachers followed the workshop model by modeling, practicing together and independent work. There was also work around Constructed Responses requiring short answers.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Attendance, Counseling, Health Related Issues, Referrals As part of their daily student assignments, the guidance counselors have served as liaisons with the parent and have served as part of our Academic Intervention Teams on behalf of the students. They also address issues of maladaptive behaviors which may impact learning as well as social relationships within the school. They also deal with self-esteem issues that may arise as a result of academic struggles. The guidance counselors have been asked to contact parents of students who have been excessively absent or have created a pattern of absences. In addition, the guidance counselors have looked into student needs such as any health-related issues such as vision and hearing. As this process took place, some students were presented during PPC meetings for evaluation and collaborative discussions.</p>

<p>At-risk Services Provided by the School Psychologist:</p>	<p>Counseling, Crisis Intervention, Pre-referral services. Besides conducting the evaluation process for CSE, the Psychologist serves as a support service for parents of children with disabilities who are entering the school and require services offered under special education. This includes pre-screening for academic difficulties, referrals to outside agencies, crisis counseling and providing out-reach services to parents. The Psychologist also serves as a member of the PPC.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Parent Outreach. The school social worker works with parents in the pre-referral stage of the evaluation process in order to determine of social and environmental conditions could be impacting a child's performance. Where possible the social worker links up with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation.</p>
<p>At-risk Health-related Services:</p>	<p>At P.S. 19Q, we have had two Open Airways classes this year. Each class comprised of six sessions. During the classes, the Nursing staff taught the students how to recognize the symptoms of an impending asthma attack and what to do to prevent or minimized the severity of the attack. The children were taught about how Asthma is triggered and how to avoid them. The families were included in these sessions through newsletters and printed material in languages of the community. In addition, the children were taught how to use a spacer and a peak flow meter. After a modeling, the students were required to repeat a demonstration for the Nursing staff to show that they learned proper technique. The students were also asked to take a Asthma pre-test and post-test to measure their level.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

***P.S. 19 Queens
The Marino Jeantet School***

***Genie Calibar, Principal
Ivette Casado-Faya, Assistant Principal
Milagros Gottlieb, Assistant Principal
Melissa Acevedo-Lamarca, Assist. Principal
Justin Thompson, Assistant Principal
Lynn Rapkiewicz, Assistant Principal***

**Public School 19 Queens
Roosevelt Avenue & 99th Street
Corona, New York 11368**

**Main Building Telephone #718-424-5859
FAX #718-424-7953**

School Demographics:

In Community School District 24, Public School 19Q is located in Corona, Queens. The student population at our school is comprised of a large number of English Language Learners in all grades. The school presently has an enrollment of approximately 1980 students, 1300 of which are English Language Learners totaling 70% of our school population. Our school's immigrant population demands that we give and prepare our students with an equal opportunity to an education that addresses their needs and prepares them to become successful life-long learners. In order to close the achievement gap, we have structured for six designated self-contained ESL classes, two bridge classes which serve our Transitional Bilingual Spanish students, four *Self-contained* classes and four *Integrated Co-Teaching* classes for Students with special needs, whom are integrated within the four *Schools within a School*,. In addition, there is also a Spanish *Dual Language Program* which serves grades Kindergarten through Grade 4 which is comprised of ten classes. All of these classes reflect and target our ethnically diverse population and large number of *English Language Learners* (55%.) Within these demographics there are 751 Long-Term ELLs for whom we have requested an extension of services in grades two through five, 77 Special Education ELL students, and 349 Newcomer ELLs.

Language Allocation Policy Team:

Our Language Allocation Team consists of the following members: Mrs. Calibar, Principal; Mrs. Faya, Assistant Principal; Ms. Pacheco, Parent Coordinator; Ms. Peruche, Literacy Coach/Data Specialist; Mrs. Montas, Dual-Bilingual Teacher; Ms. Morales, ESL Teacher; and Ms. Jett, Guidance Counselor. Additional services are also provided by a number of different staff members.

Teacher Qualifications:

Staff members who service our students are as follows:

10 certified ESL teachers who service entitled students, seven designated self-contained ESL classes, and two bridge classes which serve our Transitional Bilingual Spanish students, one content-area teacher with bilingual extension in Spanish for science and social studies instruction. In addition, there is also a Spanish *Dual Language Program* which serves grades Kindergarten through Grade 4 which is comprised of ten classes. All of these classes reflect and target our ethnically diverse population and large number of *English Language Learners*.

ELL Identification Process:

In order to provide appropriate services for our students and to ensure that they are given equal access and opportunities for success, the parents of students who are identified as new admits (Code 58) are given a Home Language Survey (HLIS) to complete and an informal interview is conducted with the student. Upon review of the HLIS form, if the student is identified as dominant in a language other than English at registration, qualified personnel briefly interview the parents and invite them to an orientation. During the orientation, the parents are made aware of the programs offered at our school, view the EPIC Video in their native languages when necessary and complete Parent Survey and Selection Forms. Once the parent has viewed the video, made a selection, and has an opportunity to ask questions, the student is placed in either of our programs, space permitting. The student will also be assessed using the LAB-R within ten days of placement. The LAB-R and the Spanish LAB assessments (when needed) are administered by licensed pedagogues to determine whether students are entitled to Bilingual/ESL programs and services. A review of the Parent Survey and Program Selection forms have revealed that at P.S. 19Q more parents have begun to request ESL programs and Dual Language Programs. This may be in part due to new regulations stating that students must be tested in English Language Arts within of one year of coming to the United States. This finding has allowed us to provide parents with their first request for their son's/daughter's program choice, space and availability permitting.

Home Language Breakdown:

Currently, within our school community there are three major languages spoken by our parents; Spanish, Chinese and Bengali. In order to further evaluate the language needs of our community and of our students we compiled the following Tables which reflect by grade the language spoken in each of the formed classes.

Freestanding ESL

	K	1	2	3	4	5	Totals
American Sign Language	1	0	0	0	0	0	1
Arabic	0	0	0	0	1	0	1
Bengali	7	5	6	6	4	8	36
Cantonese	0	0	1	0	0	1	2
Chinese- Dialect	3	4	2	3	3	5	20
Chinese	6	4	3	5	4	7	29
English	21	25	28	21	21	11	127
French	0	0	0	0	0	1	1
Gujarti	1	0	1	0	0	0	2
Hindi	1	0	0	0	2	2	5
Indonesian	0	0	0	0	0	1	1
Korean	1	0	0	0	0	0	1
Malagasy	0	0	0	0	1	0	1
Mandarin	7	6	4	6	8	5	36
Nepali	0	0	1	1	0	0	2
Pashto	0	0	1	0	0	1	2
Philipino	0	0	0	1	1	0	2
Punjabi	1	1	2	1	2	0	7
Spanish	243	249	299	329	304	260	1684
Tamil	0	0	0	0	0	1	1
Tibetan	2	1	2	1	0	0	6
Urdu	2	1	0	2	1	2	8
Vietnamese	0	0	1	0	0	0	1
Vietnamese-Chinese	0	0	0	1	0	0	1
Unknown	6	0	0	0	0	0	6
TOTALS	302	296	350	378	352	305	1983

ELL Demographics:

In order to comply with parent requests, align instruction with a comprehensive curriculum in literacy, and adhere to the *Children First Initiative's* that meet benchmarks set as a school, annual goals are set in order to enable students to acquire proficiency levels in English, particularly in the four communication modalities (listening, speaking, reading and writing). Through the Bilingual/Dual Language and English as a Second Language Program offered at P.S. 19Q, we have established and implemented the following programs in order to provide equal access and opportunities for all students:

There are two bridge **Transitional Spanish Bilingual Education** classes, taught by Bilingual Spanish Teachers. Students in these Bilingual classes receive instruction in both their native language and English. Content area instruction is provided in their native language in order to develop conceptual skills in their native language and use them to develop new strengths as they learn English. When provided in English, ESL strategies are implemented to support instruction to develop skills in understanding speaking, reading, writing, and communications in English; content area instruction is provided in the native language and in English. As per the Language Allocation Policy of New York City, students in the **Transitional Bilingual Education Program** receive instruction in a 60/40 model (Spanish to English) for Beginner students of English; Intermediate Students follow a 50/50 model; and Advanced students follow a 25/75 model of instruction. The Teacher's College units of study in both Spanish and English will be used in alignment with our curriculum maps using a Balanced Literacy approach workshop model implements the core curriculum in both languages.

The **Dual Language Program** which was initiated in September 2005 now also includes two Fourth Grade Classes in addition to the two Kindergarten, First, Second and Third Grade Classes. Instruction for the Dual Language Program will follow the 50-50 alternate day model. Two teachers work collaboratively, one teaching in Spanish only and one teaching in English only to provide instruction. Paraprofessionals will also be provided for each kindergarten class. The goal of this program is for students to be proficient in both English and Spanish by the end of fifth grade. Dual Language programs service both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. The **Dual Language Program** follows the Curriculum Genre Map program established for the school. The curriculum supports a standards-based curriculum including a Reading and Writing component in which both languages are developmentally enriched. The Teacher's College units of study in both Spanish and English will be used in alignment with our curriculum maps, following a Balanced Literacy workshop model. An author study is also included in our literacy component to encourage bi-literacy and cross-cultural awareness and competency.

The rest of the English Language Learners population is serviced by our **Free Standing English As a Second Language Program** is distributed heterogeneously throughout the grades. To provide additional support to our individual students of different native language backgrounds, a certified ESL teacher is scheduled to push for the mandated number of corresponding minutes, during Science, Reader's and/or Writer's Workshop. Additional Language Objectives and methodologies are implemented during this Instructional time by certified ESL Teachers in collaboration with regular classroom teachers to provide language acquisition and vocabulary support. Both a traditional Pull-Out/ Push-In model are used for the Free Standing **English as a Second Language Program** for students who have been identified. Certified ESL teachers provide ESL services totaling 360 minutes for the Beginner and Intermediate Students and 180 minutes for the Advanced group. The Beginner ELL students receive their mandatory instruction in a collaborative team teaching model of instruction in which the ESL teacher and the classroom teachers work together during the 150-minute Balanced Literacy Block. A 1-hour Reader's Workshop will be implemented daily to include a Mini-lesson, Work period, and Share. The daily routines of the Reader's Workshop will include a teacher Read-Aloud, Independent reading, Guided reading, Partner reading, Shared reading, book talks, and the use of leveled texts. This program includes ESL strategic instruction and methodology.

There are also seven **self-contained monolingual classes** in grades K-5. ELLs are grouped together in an ESL class, to provide a more effective program that maximizes instructional time and use of **ESL Language Group Analysis**

Entitlement :

Our English as a Second Language Entitlement was reflected as follows using the LAB-R assessment and NYSESLAT Data:

From this data, entitlement, continuation, and proficiency letters are distributed at all corresponding students to inform their parents of their son/daughters current status

Class	Entitled	LAB	SP. ED.	Proficient
Kindergarten	209	204	16	0
First	190	2	17	2
Second	242	1	3	20
Third	252	9	21	15
Fourth	211	9	3	31
Fifth	155	8	17	31
TOTALS	1259*	233	77	99

*Includes Special Ed.

Transitional Bilingual

	ENG	SP
Kindergarten		25
First		0
Second		5
Third		9
Fourth		10
Fifth		9
TOTALS		58

Assessment Analysis:

An annual evaluation of ELL's is conducted using the New York State English as a Second Language Achievement Test (NYSESLAT). Data was collected and evidenced as follows:

NYSESLAT SCORE: (from School Statistical Report)

	Beginner	Intermediate	Advanced	Proficient
2009	178	384	667	135
2008	169	429	645	100
2007	204	476	498	109

NYS ELA Exam: (from School Statistical Report)

	Level 1	Level 2	Level 3	Level 4
2009	29	244	602	38
2008	70	302	503	23
2007	99	321	428	18
2006	47	220	352	42

NYS Math Exam: (from School Statistical Report)

	Level 1	Level 2	Level 3	Level 4
2009	12	60	599	271
2008	18	100	598	211
2007	35	115	496	258
2006	78	204	491	193

Analysis of Data:

- ❖ **In compliance with the chancellors initiatives of implementing and monitoring assessment for ELLs analysis of the NYSESLAT assessment, found that :**
- ❖ from an approximate total 1300 ELL students, 767 students (59%) tested in grades 2 through 5 have fallen into the termed L2 stall, in which students remain within the Intermediate Proficiency Levels and do not progress to the Advanced Level or revert to a lower proficiency level for either two or three consecutive years.
- ❖ Further analysis of data from the NYSESLAT indicated that 5 students in Grade 3 have stalled at the Beginner Proficiency Level for 3 consecutive years, 30 students have stalled at the Intermediate Proficiency Level for 3 consecutive years and 15 students have stalled at the Advanced Proficiency Level for 3 consecutive years.
- ❖ Further analysis of data from the NYSESLAT indicated that 12 students in Grade 4 have stalled at the Intermediate Proficiency Level for 3 consecutive years and 41 students have stalled at the Advanced Proficiency Level for 3 consecutive years.

- ❖ Further analysis of data from the NYSESLAT indicated that 8 students in Grade 5 have stalled at the Intermediate Proficiency Level for 3 consecutive years and 40 students have stalled at the Advanced Proficiency Level for 3 consecutive years.
- ❖ In addition, data reflects that our students need to improve their reading and writing skills indicated by two tested modalities of the NYSESLAT which assess students CALP. This supports the need to enhance academic language that students are expected to know beginning in the Advanced Proficiency Level.
- ❖ NYSESLAT data also reveals that students achieving proficiency levels in the lower grades are minimal as opposed to the upper grades. Therefore, attention to language and its structure in the lower grades are necessary.

Programs and ELL's by Subgroup

Entitled	SIFE	New Comers	ELL's 4-6	Special Ed.	Long-Term ELLs
1259*	8	349	498	77	751

Dual Language

	ENG	SP	Fluent in both Lang.	ELL	Third Lang. Speakers	Proficient
Kindergarten	50	50	50	28	-	22
First	50	50	50	28	-	22
Second	50	50	50	32	-	18
Third	50	50	50	26	-	24
Fourth	50	50	50	31	-	19
TOTALS	250	250	250	145	-	105

Instructional Information for ELLS:

P.S. 19Q's student population is comprised of a large number of English Language Learners, distributed in all grades. All school programs are structured to afford equal access to all school programs. Being fully aware of the needs of these students, increasing challenges, moving targets and high expectations, we have structured our English Language Learners Instructional Programs as follows:

Delivery of Instruction:

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually in order to align instruction and meet their differentiated needs. We assess our students periodically through individual student profiles in order to measure their progress and monitor instruction. On these profiles a history of years of service, three year tracking of NYSESLAT, LAB Scores and combined proficiency levels for the purpose of analyzing language proficiency levels in all four modalities as measured on the NYSESLAT. Annual goals are set for reading, writing, language and mathematics in order to enable students to acquire proficiency levels in addition to the four communication modalities (listening, speaking, reading and writing). Former ELL' s are also allowed testing accommodations for up to two years after testing out on the NYSESLAT exam.

Varied and individual strategies are also used to ensure that ELL students meet the New York State Learning Standards and achieve proficiency levels including AYP in the required assessments for their grade. Curriculum set follows a balanced literacy approach, including high-quality instructional practices based on the New York State ESL and NLA Standards. Our instruction must also be rigorous and challenging in content as well as developed in ESL Learning Strategies. Programs will include opportunities for academic discourse, focus on language and the use of language concept glossaries for content instruction of key terms and vocabulary.

In addition, our students also receive small group instruction. Within this grouping, the students are placed according to their proficiency levels. During these small group instructional segments, the students receive more targeted instruction at their specific reading level and skill progress and allow for opportunities for production of language both in verbal and written form. Rubrics, postings of the standards in the classroom, emphasis on ongoing evaluation of pupil performance and product development that is measurable, and work folders are used as instructional tools in order to align units of study within the standards-based curriculum. This ideology allows the student and teacher to set expectation and goals for instruction. Other school personnel, such as the Math AIS and Bilingual AIS teachers, during the day, offer differentiated instruction for our students. These lessons are prepared according to student need and target key deficiencies and elements of genre at their level.

Varied and individual strategies are used to ensure that ELL students meet the standards and achieve proficiency levels in the required assessments for their grade. Students are also enrolled in other programs such as: Academic Intervention Services, before and after school instruction, as well as Saturday Literacy and Math programs. Rubrics, the posting of the NYS Standards in the classroom, emphasis of ongoing evaluation and pupil performance, are implanted the classroom in order to improve and align instruction for the individual student need. When applicable, testing accommodations are also followed as indicated and necessary for individual students. Accommodations such as Bilingual glossaries have also been purchased in the language of the community in order to help the students meet the challenges of daily translation and testing accommodations.

In all of the Instructional Programs, the teachers' begin by developing students' Basic Interpersonal Communication Skills (BICS). In addition, Cognitive/Academic Proficiency (CALP) associated with academic language is addressed in order to provide students with more cognitively demanding tasks. Opportunities for academic discourse and the use of the language is encouraged through Accountable Talk, Effective Questioning Techniques and informal and academic contexts. At all times, complex multiple step performance tasks are including in our instructional planning in order to address academic rigor. Collaborative groups are also arranged in which positive interdependence and shared responsibility for completing tasks are established. All school staff is also expected to follow a Balanced Literacy Model A Balanced Literacy model which includes Read Aloud, independent reading, guided reading, partner reading, shared reading, book talks, the use of leveled texts, and classroom libraries are used to achieve

their mastery of the communication skills. Some of the instructional strategies implemented are: ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding Techniques.

Although our school has a large number of ELL students, we currently only have 8 **SIFE** students. Careful monitoring of interrupted schooling and tracking of their proficiency levels allows for differentiated instruction that supports student needs. Support from other school based personnel such as the Guidance Counselor, which would address emotional and family support, and other related service teachers, instructional tracks are developed to ensure that we are focusing both on the child's language development and grade level benchmarks. Through small group instruction, Leveled libraries that range in levels, AIS services and differentiated instruction we strive to meet the needs of the individual student both in social and academic skills.

In order to meet the needs of our **Long-Term ELLs** we have established a ESL push-in model within flexible small group instructional settings using research-based ESL methodology in which both teachers work collaboratively for instruction. Established partnerships, book talks and an integration of Accountable Talk within the Workshop model allow for increased framed discussion from which students develop and practice language. Within each classroom, leveled libraries and a variety of books for both student interest and gender also support literacy instruction. Fortunately, our classrooms are also equipped with technology that support programs such as RAZ Kids, Foundations, LEAP Frog, Imagine Learning and Leap Track which are among some of the materials that supplement student instruction. After school Programs such as Extended Day, Saturday Academy and Early Bird also allow for us to target a selected group of children based on data and student progress.

Our **Special Needs** population, has continued to grow within our school community. Push-in programs work closely with the classroom teacher in order to communicate student progress and areas of need. In order to enrich and provide additional support, our AIS reading and mathematics instruction is conducted within small group settings that focus on specific skills and strategies needed according to IEP's or summative and formative data. All service providers are given an opportunity to familiarize themselves with the students IEP's in order to meet goals and provide for modifications. These providers also engage in continuous dialogue with general education teachers and parents in regard to student progress. After school Programs such as Extended Day, Saturday Academy and Early Bird also allow for us to target a selected group of children based on data and student progress.

Students are also enrolled in other programs such as: Academic Intervention Services, before and after school instruction, as well as Saturday Literacy and Math programs. Rubrics, the posting of the NYS Standards in the classroom, emphasis of ongoing evaluation and pupil performance, are expected in the classroom in order to improve and align instruction for the individual student needs. When applicable, testing accommodations are also considered as indicated and necessary for individual students. Accommodations such as Bilingual glossaries have also been purchased in the language of the community in order to help the students meet the challenges of daily translation and testing accommodations.

Some of the instructional strategies implemented are: ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding Techniques.

Differentiation of Instruction for Transitional Bilingual Education:

- Instructional materials that reflect both languages of instruction
- Language Instruction is aligned to NLA standards
- Use of the Balanced Literacy Model

Differentiation of Instruction for Dual Language Program:

- Use of languages are defined by dual language program
- Class library are clearly defined and readily available materials in both languages
- There is evidence of student work in both languages
- Languages are clearly defined by color in lower grades (Blue and Red)
- Content area instruction in both languages
- Native language is used to support acquisition of the English language and for transferences.

Several meetings were scheduled for parents interested in the Dual Language Program. One meeting is scheduled during the day, and one is planned during the evening in order to give all parents the opportunity to attend. During these meetings, a detailed flyer is distributed to the parents and a Power-point presentation is presented by the Principal and a guest speaker. A complementary book is also distributed to the parents to symbolize that a commitment to education must come from both the school and the home.

In June, we will also have a parent orientation for incoming Kindergarten students. This workshop is for the purpose of explaining our schools instructional models and discuss goals and expectations of our Dual Language Program. In August, we have another parent orientation for students who are eligible for LAB-R Testing and introduce the programs available in the school.

Differentiation of Instruction for English as a Second Language Program

- Language Instruction is aligned to ESL, and ELA Standards
- Teachers model the language expected to achieve
- Use of technology based programs such as Achieve 3000 and Imagine Learning

In order to ensure that we are addressing the needs of our newly enrolled students, supplementary programs that are in alignment with the NYS Standards are offered at P.S. 19. These programs are designed to enhance literacy skills as well as provide support in content areas.

A Math program, a Social Studies Program, and a Science Program are all offered to ELL students throughout the course of the year in order to provide additional reinforcement and develop content area language. In addition, our students in grades 3, 4, and 5, also participate in a Saturday English Language Arts Program and an Extended Day Program. Within these smaller learning communities, the students are grouped and instructed based on their abilities. Our large ELL population also has enabled us to offer an Early Bird ELL Program. When funding is available, our students also participate in the Winter and Spring Break Programs.

All of the above-mentioned programs serve as a method of differentiated instruction that use instructional materials and instructional methods that meet the needs of our ELL community. These programs serve the three programs in existence in our school (Dual Language, Transitional Bilingual and ESL.)

Resources and Support

Staff Development (2009-2010activities):

In order for knowledge levels to be sustained in our school, on-going professional development will be provided during our weekly study groups, Department Conferences and Faculty conferences for the purpose of provided teachers with additional strategies for ELL instruction within the monthly genres. The administration and teachers of the school have been fortunate enough to partake in a series of workshops with relation to the research and philosophy of Dr. Lilly Wong Fillmore. An extension to her work and the research behind student's deficiency in academic vocabulary has also encouraged us to pilot methodologies related to academic vocabulary in the content area of Science for grades 3,4,and 5. As this program evolves, we are turn-keying best practices and strategies with our school staff. Imagine Learning a Technology based Program will also be implemented this year for which teachers will be given staff development. Due to our large number of ELL students throughout grades K-5, we address ESL initiatives globally. Our considerable number of ELLs in all classrooms has initiated our sharing, development, and the addressing of strategies for ESL students in all of our classes. In addition, our self-contained ESL teachers attend workshops that address incorporating Reading, Writing and Mathematics Instruction with ELL students. Additional topics will include: ESL/Bilingual/Dual Language Methodologies, Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques Cultural Awareness, Off-site professional development is also encouraged as offered by organizations such as NYSABE, ICI, LSO, Q-Tel Training in Literacy and Mathematics, Math ELL-Initiatives, and the National Dual Language Conference. A Dual Language Coordinator will provide on-going staff development, as well as, administrators and school staff who will provide monthly workshops for ESL/Bilingual/Dual Language Teachers. The professional development program will also target the needs of our ESL teachers and classroom teacher servicing our ELL population. Topics will include: ESL/Bilingual/Dual Language Methodologies, Second Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques, use of ESL Methodology during Guided Reading, academic language through content area, Cultural Awareness, Math ELL Initiatives and Everyday Math, Assessment/Data collection, Learning from Students Work, Performance Gains, and Skills Item Analysis.

Improvements for the upcoming school year. (Also please see pages 17-22)

Strategies that were deemed necessary for the improvement of ELL Student included:

- Development of an Inquiry Team which focuses on closing the achievement gap for ELL through Building Academic Vocabulary
- Pre-teaching of vocabulary
- Expansion of Academic Vocabulary
- Intensive instruction in phonological awareness in order to build decoding skills
- Opportunities for use of sophisticated vocabulary
- Monitoring for Self-Meaning
- Increase exposure to print through a variety of genres
- Building of stamina and fluency through independent reading
- The use of materials, charts, visual aids

identification of language goals,
scaffolding techniques,
Accountable Talk opportunities
And cultural connections
Gain insight into the culture, language development and mathematic strategies for the ELL population
Deepen the pedagogical content knowledge in mathematics
Learn how to develop academic knowledge through classroom mathematical discussions
Use manipulatives to model mathematical concepts and provide additional differentiated instruction
Improve the questions teachers ask during math lessons

Parent/community involvement:

Parents of the newly enrolled ELL, identified by the Home Language Survey (HLIS), are invited to an orientation session regarding the New York State standards, assessments, school expectations, and general program requirements for Bilingual, Dual Language and ESL programs. A letter in their home language is sent to the parents to inform them of the orientation session. At this session, they view the Chancellor’s video and complete the program option survey, which are both available in the languages of the community. The Parent Coordinator along with the Family Assistant and other necessary staff conduct the Parent Orientation Workshops on a monthly basis as the parents register their children through out the year. At all Parent meetings and workshops the school provides translators in the languages of the community. All letters sent to the parents are also translated into the languages of the community.

The Parent Coordinator also conducts workshops for parents regarding pertinent topics for review. These workshops focus on a variation of Reading, Writing and Mathematics topics which include but are not limited to:

- Grade Scope and Sequence
- Grade Benchmarks
- Home support with literacy, math and other subjects
- ESL and Literacy Skills
- Leveled Reading
- Technology Support
-

In addition, parents are informed of additional activities and monthly events through our school information sign (located in front of the school), school home connection letter, calendars and school website. Our school Environment Survey and school “Suggestion Box” also help us in identifying and topics and information parents have identified as their needs.

Project Jump Start (Programs and activities to assist newly enrolled ELL students):

In order to ensure that we are addressing the needs of our newly enrolled students, supplementary programs that are in alignment with the NYS Standards are offered at P.S. 19. These programs are designed to enhance literacy skills as well as provide support in content areas. A Math program, a Social Studies Program, and a Science Program are all offered to ELL students throughout the course of the year in order to provide additional reinforcement and develop content area language. In addition, our students in grades 3,4, and 5, also participate in a Saturday English Language Arts Program and an Extended Day Program. Within these smaller learning communities, the students are grouped and instructed based on their abilities. Our large ELL population also has enabled us to offer an Early Bird ELL Program. When funding is available, our students also participate in the Winter and Spring Break Programs.

All of the above-mentioned programs serve as a method of differentiated instruction that use instructional materials and instructional methods that meet the needs of our ELL community. These programs serve the three programs in existence in our school (Dual Language, Transitional Bilingual and ESL.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 1050 LEP 150 Non-LEP

Number of Teachers _____ **Other Staff (Specify)** Dual Language Teacher.20, Paraprofessional.20, Dual Lang. Coordinator.20, Outside consultants(LEAP, Math staff developer)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Before and After School Interventions

Saturday Academy classes will meet a total of 15 sessions beginning in January, 2010 through April, 2010, from 8:30 a.m. to 11:30 a.m. There will be a total of eight classes for this Saturday Instructional Academy servicing approximately 160 ELLs. Group size will be maintained at 15-20 students per teacher. Certified Common Branch, Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus in the content areas of ELA and mathematics incorporating ESL strategies in order to help students meet the set grade standards and in turn achieve higher scores on the state assessments. A special focus on vocabulary and language structure will be provided to improve English language skills in ELA and in Mathematics instruction. General instructional supplies such as chart paper, markers, manipulatives, books and certificates of achievement will be purchased in support of the Saturday Academy.

The **1/2nd Grade ELL After-School Program** addresses instruction to improve literacy. It will meet 2 days per week (Tuesday and Thursday) from 3:10 p.m. to 4:30 p.m. There will be a total of seven classes for the ELL After-school servicing approximately 105 students.

The **After-School Math ELL Intensive Program** addresses 3-5th grade at-risk ELL students for the purpose of improving student math performance and help students meet the standards (for the NYS math tests).. There will be a total of eleven classes for the Math ELL after school program, servicing approximately 215 ELLs. Supplementary Math instructional materials will be provided as an intervention for these at-risk ELL students. Classes in will meet a total of 20 sessions beginning in November, 2009 through April, 2010, from 3:10 p.m. to 4:40 p.m. Group size will be maintained at 15-20 students per teacher.

The **After-School Guided Reading Book Club Program** addresses at-risk Ell students in grades 3-5. There will be a total of fifteen classes servicing approximately 300 ELLs. They will meet a total of 40 sessions beginning in November, 2009 through April, 2010, from 3:10 p.m. to 4:40 p.m. twice a week. Group size will be maintained at 15-20 students per teacher. The sessions will address literacy skills and language structure development. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Guided Reading materials will be provided to improve English language skills. General instructional supplies such as chart paper, markers, manipulatives, books and certificates of achievement will be purchased to support the After School Programs.

Winter Recess Break Program specifically addresses instruction to improve math performance for newcomer ELL students that are at-risk in the third, fourth, and fifth grade. It will meet 3 days for three hours from 9:00 a.m. to 12:00 noon during the winter break. There will be a total of five classes servicing approximately 75 students. Instruction will be provided in the in English, using ESL methodologies to help students meet the standards in Math (for the NYS math tests) and the ELA standards for first time test takers. Supplementary materials will be given to provide intervention for the ELL at-risk student in math and ELA. General instructional supplies such as chart paper, markers, manipulatives, books and certificates of achievement will be purchased to support this Program.

Early Bird Program (Oct.-June)

The ESL Early Bird Program specifically addresses instruction to improve content area language skills in literacy, math, social studies and science performance for ELL students. –

- ❖ The 4th grade will meet 2 days per week from 7:15 a.m. to 8:00 a.m. for 12 weeks to prepare for the NYS Science assessment. There will be a total of three classes for the ELL that can attend at the time. Instruction will be provided in and English, using ESL methodologies to help students meet the standards in Science (for the NYS ScienceTest).
- ❖ The 5th grade students will meet 2 days per week from 7:15a.m. to 8:00 a.m. for six weeks to prepare for the NYS Social Studies assessment. There will be a total of threeclasses for the ELLs that can attend at that time. Instruction will be provided in and English, using ESL methodologies to help students meet the standards in Social Studies for the NYS SS Test).
- ❖ The Math Early Bird Program will address instruction to improve math performance for ELL students at-risk. For newly arrived students in the bilingual classes instruction will be provided in the Native Language to help students meet the standards in Math (for the NYS math tests). Supplementary instructional materials will be given to provide intervention for the ELL at-risk student in Math. Participating newly arrived students, currently in bilingual classes, will be instructed during these sessions in their Native Language (Spanish).
- ❖ In addition, there will be two classes of ELL students with IEPS which will address Mathematics Strategies in English, with support of ESL strategies in the content area.for students who are at-risk.
- ❖ **The Literacy Early Bird Program will address language development to improve literacy skills in third and fourth grade students. Classes will meet for supplementary ESL for 3 days a week from 7:15 a.m. to 8:00 a.m. for 14 weeks. One class will meet from Sept to June.**



Attendance for these programs is monitored by the Parent Coordinator, and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder.

Learning Through An Expanded Arts Program (LEAP) consultants will be contracted to work with four of our ESL at risk classes in the first grade to do the Active Learning Leads to Literacy (ALLL) program. The consultants will work with these classes for a total of 40 sessions. This program incorporates drama, visual arts, music, creative movement, cooking, games and storytelling to improve emerging reader's decoding skills, vocabulary, language fluency, reading comprehension and writing skills. The second program that LEAP will provide is for Kindergarten classes. Twelve classes will receive 20 sessions on storytelling and/or building a literacy classroom museum for language development. We will purchase the renewal of the software license program *Imagine Learning English* for the Bilingual classes, Dual Language Classes and ESL classes.

Professional Development Program:

Staff development will be scheduled and provided through the course of the year. The ICI LSO will be asked to assist in workshops for the ESL/Bilingual Teachers. Topics will include Language Watchers, Word Play, Deconstructing of Sentences and the use of ESL Methodology during Guided Reading. With the coordination of the Dual Language Coordinator, we will offer a minimum of 5 workshops to the staff members during the school year and weekly sessions with the Dual Language Teachers and Paraprofessionals. Topics to be included are: differentiated instruction, scaffolding techniques, ESL/NLA Methodologies, Language Acquisition, Balanced Literacy, and Everyday Math.

Professional Development will focus on ESL Strategies for ELL students who need to take content area state tests. Also, teachers participating in all other supplementary professional development workshops will be paid the trainee rate and teacher trainers will be paid at per session rates. Topics will include: types of scaffolding, differentiated instructional strategies, strategies needed to prepare ELLs to meet the gains of the NYSESLAT and Math and EDL (for our Bilingual and Dual Language Students) assessments.

Other support Staff:

Title III Funds will be utilized to pay 20% of the Dual Language Coordinator/Staff Developer’s salary, 20% of a Paraprofessional’s salary, and a total of 20% of 1 Dual Language Teacher’s salaries in the Dual Language Classroom. Both the DL Coordinator/Staff Developer and the Paraprofessionals will help support our DL Program and provide the extra instruction needed for students who will be learning in two languages. The teacher funding is for the expansion for the Dual Language Program for the fourth grade.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: PS 19Q BEDS Code: 342400010019

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$134,725.41	(1,714.5 hours of per session for ESL and General Ed teacher to support ELL Students: 1,714.5 hours x \$49.89 (current teacher per session rate with fringe) = \$85,536.41);Dual Lang. Coord..20-\$19,498; Paraprofessional. 20=10,166; Dual Language Teacher.20=\$19,498
Purchased services - High quality staff and curriculum development contracts.	\$24,393	LEAP-ALLL Active Learning Leads to Literacy Program 4classes year long program, LEAP- 12 classes for storytelling 20 sessions each, Math ELL Staff development consultant Miriam Castro, NYSABE conference

Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$33,860.59	NYSESLAT practice materials, Content –ELL materials for after school program, NLA(spanish) guided series and libraries, Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, professional books on ELL strategies
Educational Software (Object Code 199)	\$4,657	Imagine Learning English
Travel		
Other		
TOTAL	\$195,740	

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,174,764	\$53,786	\$1,227,550
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,741		\$11,741
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$538	\$538
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$58,738		\$58,738
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,689	\$2,689
6. Enter the anticipated 10% set-aside for Professional Development:	\$117,476		\$117,476
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$5,378	\$5,378

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

2. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.



**GENERAL INFORMATION FOR STUDENTS AND PARENTS
P.S. 19'S RULES AND POLICIES**

SCHOOL DAY:

Our school day begins PROMPTLY at 8:15 a.m. and ends at 2:35 p.m. for all pupils except those staying for the 37.5-minute tutorial which ends at 3:12 p.m. Students should be in the schoolyard, ready to line-up, no later than 8:10 a.m. Breakfast is served between 7:45 and 8:10 a.m.

OUTDOOR LINE-UP (Good Weather above 35 degrees):

Main Building Classes:

Kindergarten & Grade 1:	Classes line-up at exits 9 & 10, and enter the building through these exits.
Grades 2, 3, 4, & 5:	Classes line-up at exits 7 & 8, and enter the building through exits 5, 6, 7, & 8.
<i>School of Writing and Publishing:</i> (Mini-Building)	Classes line-up in front of the Mini-Building.
Transportable Classrooms:	Classes line-up outside transportables.

INDOOR LINE-UP (Inclement Weather and below 34 degrees):

Main Building Classes:

Kindergarten & Grade 1:	Classes enter through exits 9 & 10 and line-up in the cafeteria.
Grade 2:	Classes enter through exits 5 & 6 and line-up in the auditorium.
Grades 3, 4, & 5	Classes enter through exits 7 & 8 and line-up outside rooms.
<i>School of Writing and Publishing:</i>	Classes enter and line-up outside rooms.
Transportable Classrooms:	Classes enter directly into classrooms.

DISMISSALS

Main Building:
Kindergarten and Grade 1 are dismissed from exits 9 & 10.
Grades 2, 3, 4, & 5 are dismissed from exits 3, 4, 7, & 8. Parents and students learn their exits after school begins.
Mini-Building and Transportable students are walked to the gate.

**Parents are asked to pick up their children on time. For the safety of each child, we ask all parents to inform their children that they should not be wandering through the schoolyard before or after school. Children that attend the Beacon Program or any other after-school program, should go directly to the cafeteria after dismissal.

ATTENDANCE/ABSENCES:

Parents must see to it that their children attend school every day. Excellent attendance is necessary for each child's progress and we are proud of the students who receive 100% attendance certificates each term. If illness or a special problem results in a child missing a day of school, a note from the parent/and or doctor should be sent in with the child.

LATENESS:

Arriving on time for school is an essential part of schooling. Students who are repeatedly late miss important work that begins as soon as the teacher and children reach the classroom. Lateness also causes a disruption to classwork and leads to bad work habits. Parents should make sure that their children come to school ON TIME. In the event of a problem that requires a child to arrive after 8:30 a.m., parents should send a note informing the teacher why the lateness occurred.

**Excessive absences and latenesses are investigated by personnel at the District Office.

CLASSROOM BOOKS:

Each child will receive the textbooks necessary for instruction. Books must be covered and taken care of, so that they can be used by other students during the following school years. Parents are responsible for the cost of lost or misused books.

CLASSROOM SUPPLIES:

It is expected that students come to school prepared with the necessary school supplies that are needed for learning. The supplies needed vary from grade to grade. Therefore, all children will receive a supply list from their individual teachers. However, the basic supplies include: at least three (3) sharpened pencils, a hand-held pencil sharpener, hard-covered notebooks, crayons, ruler, glue or paste, scissors, and this school-sponsored Homework Planner. Some upper-grade teachers may request a loose-leaf book, loose-leaf paper, and erasable pens.

HOMEWORK POLICY:

Each child will receive homework every day. Homework is a very important part of a child's extended school day as it reinforces and extends the instruction taught during the day. It also teaches responsibility and the discipline of completing school tasks in a neat and acceptable manner.

The purpose of this Homework Planner is for each child to copy his homework assignments next to the appropriate dates. We are requesting that parents check each night to see that their child has completed ALL of the homework written in the Planner. We also ask that parents sign the homework.

If for some reason a child does not understand and/or cannot finish his/her homework, please send a note to the teacher explaining the reasons.

SCHOOL NOTICES:

Throughout the school year, parents will receive notices that will be brought home by their child. Therefore, it is important that parents check their child's bookbag and notebooks each day. Please read the notices carefully and send the note back signed with the child the following school day.

CONDUCT AND RESPECT

At P.S. 19, we have a very strict code of discipline. We expect our students to show respect for each other and the adults in the building at all times. In addition, every child is required to adhere to and obey all school and Board of Education standards and rules of behavior throughout the building. Respect for school property is also absolutely necessary. Procedures are in place for those children who do not follow school regulations.

We are very pleased that our parents agree with our need for discipline, so that their children can learn in a safe and secure learning environment. We also commend parents for insuring that every child's behavior meets our high standards.

PARENT INVOLVEMENT

At P.S. 19, we strive for productive and happy students. We also pride ourselves on our policy of cooperation and involvement with parents. We want parents to be part of our learning community, and hope that they will help their children and the school as much as possible. Our Parents' Association is an active and positive force in the school. We provide weekly workshops and English-As-A-Second Language (ESL) classes for our parents.

Parents who have any questions or problems should send a note to their child's teacher or to an Assistant Principal requesting a meeting.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are held twice a year, in November and in March. One afternoon and one evening are set aside during the fall and spring. It is most important that all parents try to attend both conferences.

REPORT CARDS

Report Cards are issued three times a year: November, March, and June. These cards inform parents how well their children are progressing in each subject area. Report cards should be reviewed, signed by parents, and returned to the classroom teacher.

PLANNERS

It is expected that these Planners will be used by all of our students and that they will help improve our pupils' organizational skills. It is further hoped that by having a book in which all homework assignments are copied daily and then made accessible to parents, students will be assisted in totally completing their homework each night. This Planner must be properly cared for and brought to school every day.

PARENT ADVISORY COUNCIL BYLAWS Of P.S. 19 Q

APPROVED BY THE MEMBERSHIP ON 10/14/09

Irene Tellez
SECRETARY

Maria Quiroz
PRINT CHAIRPERSON'S NAME

SIGNATURE

DATE (OF SIGNING THIS FORM)

Noemi Varela
PRINT OFFICER'S NAME

SIGNATURE

PA Vice President
TITLE

DATE (OF SIGNING THIS FORM)

Article I – Name

The name of the Parent Advisory Council (PAC) shall be: The Parent Advisory Council of P.S. 19 Q

Article II – Goals and Objectives

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, Parent Association and School Leadership Team).
2. To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings, conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.
5. To develop a spending plan in consultation with other parents of Title I participating students recommending how the school’s minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents. Article III - Membership

Article III - Membership

Section 1. Eligibility

Membership in the Parent Advisory Council shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending P.S.19 Q. In the beginning of each school year, a welcome letter from the Parent Advisory Council shall inform eligible parents of the PAC and shall encourage their participation.

Section 3. Voting Privileges:

Each family of a Title I participating child/children currently attending P.S. 19Q shall be entitled to one vote. Proxy voting or absentee balloting is prohibited.

Article IV - Officers

Section 1. Titles

The officers of the Parent Advisory Council shall be: Lucina Ramirez, Chairperson, Fatima Bermúdez, Co-Chairperson, Maria Quiroz, Recording Secretary, and Carmen Navarrette, Treasurer

Section 2. Term of Office

The term of office shall be from July 1 through June 30. Officers shall be elected in May for a two-year term beginning July 1. Eligibility for office is limited to parents, guardians or persons in parental relation who are not employed at P.S. 19 Q.

Section 3. Duties of Officers

- 3.1 Chairperson: The Chairperson shall preside at all meetings of the Parent Advisory Council and shall be an ex-officio member of all committees except the nominating committee. The Chairperson shall provide leadership for its members. The Chairperson shall appoint chairpersons of PAC ad-hoc committees with the approval of the PAC Executive Board, and shall appoint chairpersons of PAC standing committees with the approval of the advisory council membership. The chairperson shall delegate responsibilities to other PAC members and shall encourage meaningful participation in all activities. The chairperson shall be the PAC's representative to the District Parent Advisory Council (DPAC) or Region Parent Advisory Council (RPAC) and shall be required to attend all regular meetings of the District Parent Advisory Council (DPAC) or District/Region Presidents' Council, whichever group represents Title I parents on the district/region level. The chairperson may also appoint a designee to attend these meetings. However, if a designee is appointed, then a designee must be appointed at the beginning of the school year and will remain the designee through the end of the school year. The chairperson shall meet regularly with the Executive Board members in accordance with these bylaws to plan the agendas for the general advisory council membership meetings. The chairperson shall assist with the transfer of PAC records to the incoming Executive Board prior to the end of his/her term of office.
- 3.2 Vice-Chairperson: The vice-chairperson shall assist the chairperson and shall assume the chairperson's duties in his/her absence or at the chairperson's request. The vice-chairperson shall assist with the transfer of PAC records to the incoming Executive Board prior to the end of his/her end of term of office.
- 3.3 Recording Secretary: The secretary shall maintain the official record of the proceedings and actions of all advisory council meetings. The responsibilities shall include preparation of meeting notices, agendas, sign-in sheets and material distributed. The secretary shall prepare and read the minutes of each advisory council meeting and shall make minutes available upon request. He/she shall maintain custody of the advisory council's records and reports on school premises. The secretary shall sign and incorporate all amendments to

the advisory council's bylaws and shall ensure that copies of the amended bylaws are on file in the principal's office and available at each advisory council meeting. The secretary shall be responsible for reviewing, maintaining and responding to all correspondence regarding the advisory council. The secretary shall assist with the transfer of all PAC records to the incoming Executive Board prior to the end of his/her term of office.

- 3.4 Treasurer: The treasurer, as chair of the Budget Committee, shall be responsible for coordinating and drafting a proposed budget and spending plan, for adoption by the advisory council membership which includes recommendations from the committee and advisory council members regarding how the school's minimum Title I 1% Parent Involvement allocation should be spent. The treasurer will also be responsible, with the PAC Chairperson, for presenting the recommended budget and spending plan to the School Leadership Team and Principal for review. The treasurer shall assist with the transfer of all PAC records to the incoming Executive Board prior to the end of his/her term of office.

Section 4. Election of Officers

- 4.1 Nominating Committee : The nominating committee shall be established during the month of April general membership meeting. The nominating committee shall consist of three to five (3-5) members to be elected by the advisory council membership. The majority must come from the membership. The remaining members of the nominating committee shall be selected by the Chairperson, subject to the approval of the Executive Board. The nominating committee shall select one of its members to serve as chairperson. No person employed at P.S. 19Q shall be eligible to serve on the nominating committee.

Members of the nominating committee are not eligible to run for office. An eligible member of the nominating committee may be considered as a candidate if she/he immediately resigns from the nominating committee in writing.

The nominating committee shall seek out the membership in writing, in English and other languages, as appropriate, wherever possible, for recommendations of candidates for all offices. The nominating committee will also be responsible for conducting the election process. This includes the following:

- preparing and distributing all notices regarding this process in English and other languages, as appropriate, wherever possible, i.e., meeting notices, agendas, reminder notices, tear-off nomination forms, etc.
- preparing ballots, attendance sheets, ballot box, tally sheets and all other materials pertaining to the election.
- canvassing the membership for all eligible candidates.
- determining and verifying the eligibility of all interested candidates, prior to the election
- reporting the names to date of those candidates during the **(indicate the month)** meeting.
- ensuring that an opportunity is provided to all members allowing for nominations **(this includes self-nomination)** to be taken from the floor during the month of May meeting.
- officially closing the nominations process during the month of May meeting.

- reporting the names of all eligible candidates and the positions they are seeking, to the membership at least two (2) weeks prior to the May election, ensuring that only eligible members receive a ballot for voting.
- conducting the May election.

4.2 Additional Nominations: At the May membership meeting, the nominating committee shall request additional nominations from the floor. The nominating committee may also utilize tear-off nominating forms to reach additional eligible candidates. Tear-off nominating forms must include a cut-off date not less than ten (10) days from the date of distribution. All tear-off forms must be secured by the nominating committee.

4.3 Notices: The meeting notice and agenda for the April general membership election meeting shall be distributed not less than ten (10) days prior to the date. All meeting notices and agendas shall be available in English and other languages, as appropriate, wherever possible. The distribution date shall appear on all notices. It shall list all candidates in alphabetical order under the office for which they were nominated.

Voting Requirements: Each family of a Title I participating child/children currently attending P.S. 19Q shall be entitled to one vote. Proxy voting or absentee balloting is prohibited.

4.4 Election and Use of Ballot:

- Voting shall be by written ballot (**for contested elections**).
- Names of candidates shall appear on the ballot in alphabetical order under the title of the office for which they were nominated.
- Ballots shall be printed with instructions in English and other languages, as appropriate, wherever possible.
- Ballots shall be distributed following verification of member/voter's eligibility.
- The elections shall be scheduled at a time that encourages maximum member participation. This will require at least an evening session.
- Ballots shall be counted immediately following the election and in the presence of the members.
- Ballots shall be retained for six months by the chairperson of the nominating committee. If he/she will no longer be an eligible member after June 30, the ballots shall be turned over to the incoming Secretary.

Section 5. Transfer of Records

The outgoing PAC Executive Board shall arrange for the orderly transfer of records and information of the PAC, which shall include an overview of PAC meetings, activities and all proposals for the school year, to the incoming Executive Board. At least two meetings will be scheduled during the month of June for this purpose.

Section 6. Certification of the Election and Installation of Officers

The results of the election shall be announced by the chairperson of the nominating committee or another committee member designated by the chairperson. The installation of new officers shall be held during the June general membership meeting

Section 7. Vacancies

A vacancy occurring in the office of chairperson shall be filled by the vice-chairperson for the remainder of the term of office. A vacancy occurring in any other position shall be filled by a special election process. Officers who wish to resign their positions once an election has been certified, must do so in writing to the secretary, and, at that time, shall turn over all records to the secretary. In the event of the resignation of the secretary, he/she must transfer records to the chairperson.

Section 8. Special Election Process

Special elections shall be held to fill any vacancy, other than the position of chairperson. The Executive Board shall be responsible for announcing any vacancies which may occur and ensuring that all vacancies are filled by the next regularly scheduled meeting of the advisory council. In those instances where a vacancy occurs in the positions of vice-chairperson, treasurer and/or secretary, the Executive Board shall call for a special membership meeting in accordance with the provisions outlined in these bylaws.

Section 9. Disciplinary Action

Any officer who fails to attend three (3) consecutive Executive Board meetings without good cause following written notice from the Executive Board, shall be removed from office by recommendation of the Executive Board or motion from a member and two-thirds vote of the membership present. The advisory council's notice and agenda must cite that a vote will be taken by the advisory council membership as a disciplinary action against an Executive Board member.

Officers and Executive Board members accused of misconduct or neglect of duty may be removed only after:

- A motion is presented by any PAC member during any meeting of the PAC assembly to appoint a review committee. The motion must be approved by majority vote of the general membership present.
- The majority of the review committee must be comprised from the general membership. Executive Board members against whom charges are being contemplated may not serve on the review committee.
- The review committee must investigate, examine and obtain all relevant documents, interview all pertinent witnesses, etc., in order to conduct their fact-finding review. All pertinent facts and information must be considered by the committee. The officer(s) against whom charges are being contemplated as the right to present relevant facts, documents and witnesses.
- The committee must present its findings and recommendations during a general membership meeting within a period not to exceed forty-five (45) calendar days from the date of the establishment of the review committee. The advisory council's notice and agenda must cite that a vote will be taken by the advisory council membership regarding disciplinary action. The general membership shall then vote to remove or absolve the officer(s).

Article V - Executive Board

Section 1. Composition

The Executive Board shall be composed of the elected officers of the advisory council (if desired, chairpersons of standing committees). No person employed at P.S. 19Q shall be eligible to serve on the Executive Board of the PAC. Officers shall be expected to attend all Executive Board meetings and shall be subject to removal under Article IV, Section 9 unless a good and valid reason is rendered in writing.

Section 2. Meetings

Regularly scheduled meetings of the Executive Board shall be held monthly, September through June, on the Monday of every month at 8:30 a.m. unless such date shall fall on a legal or religious holiday, in which case the meeting shall be held on the following or previous Tuesday.

Section 3. Voting

Each member of the Executive Board shall be entitled to one vote.

Section 4. Quorum

Five members of the Executive Board shall constitute a quorum, allowing for official business to be transacted.

Article VI - Meetings

Section 1. General Membership Meetings

1.1 The general membership meetings of the advisory council shall be held on the Wednesday of each month from September through June, alternating at 8:45 a.m. and 6:30 p.m. unless such day falls on a legal or religious holiday. In such instances, the meeting shall be held on the following Wednesday or previous Wednesday as determined by the Executive Board. Written notice of each membership meeting shall be in English and other languages, as appropriate, wherever possible. A ten calendar-day notice shall be required prior to the scheduled meeting. The date of distribution shall appear on all notices.

1.2 All eligible members may attend and participate during general membership meetings and may speak to agenda items subject to restriction in these bylaws.

1.3 Observers may speak and otherwise participate, if acknowledged by the chair.

Section 2. Order of Business

The order of business at meetings of the advisory council, unless changed by the Executive Board shall be:

- Call to Order
- Reading and Approval of Minutes
- President's Report
- Treasurer's Report
- Principal's Report
- School Leadership Team Update
- Parent Association Update
- District Parent Advisory Council Update
- Committee Reports
- New Business
- Old Business
- Adjournment

Section 3. Quorum

A quorum of five members of the advisory council shall be required to conduct official business.

Section 4. Minutes

Minutes of the previous general or special membership meeting shall be available in written form and read for approval at the next general membership meeting. The minutes must be made available upon request to any member.

Section 5. Special Membership Meetings

5.1 A special membership meeting shall be called to deal with a matter(s) of importance that cannot be postponed until the next general membership meeting. The president may call a special membership meeting with a minimum of forty-eight (48) hours written notice to parents stating precisely what the topic of the meeting will be.

5.2 In addition, upon receipt of a written request from five (5) advisory council members, the president must call a special membership meeting within five working days of the request and with forty-eight (48) hours written notice to parents.

Section 6. Parliamentary Authority

All procedural questions not covered by these bylaws shall be governed by Robert's Rules of Order Newly Revised provided they are not inconsistent with law, policy, regulation and these bylaws.

Article VII – Standing Committees

Section 1. Standing Committees

1.1 The president will appoint standing committee chairpersons (except in the case of the Budget Committee) with the approval of the membership. Ad-hoc committees shall be established by Executive Board approval. The standing committees of the association are the following:

Outreach: The outreach committee shall consist of three to five (3-5) persons and be chaired by the Outreach Committee Chairperson. The outreach committee shall be responsible for encouraging parent participation, involvement and assist with recruitment. The outreach committee may also prepare a newsletter or other publication to all members, which contains, at a minimum, messages from the principal, chairperson, list of Executive Board embers, all PAC meeting dates, Title I updates, and any other material deemed appropriate by the advisory council. The committee shall also be responsible for maintaining a current list of members which shall be available without home addresses at every advisory council meeting. The outreach committee shall also to the extent possible facilitate the translation of materials, meeting agendas, minutes, Parent Involvement Policy and parent-school compact in the major languages spoken by members of the advisory council.

Budget: The budget committee shall consist of three to five (3-5) persons and be chaired by the treasurer. The committee shall be responsible for drafting: 1) a proposed budget and spending plan, for adoption by the membership, recommending the way in which the advisory council believes the school’s minimum Title I Parent Involvement allocation should be spent, and 2) a written review of the prior year's budget and spending plan.

Drafting Committee: The drafting committee shall consist of 3-5 members. The drafting committee shall assist in the development of the school’s Parent Involvement Policy and the Parent-School Compact. The drafting committee shall be responsible for polling advisory council members to obtain feedback and suggestions for inclusion in these documents.

Article VIII- Amendments

These bylaws may be amended at any regular meeting of the advisory council by a two-thirds vote of the members present, provided the amendment has been presented in writing to the membership at the previous meeting, and appears in the notice of the meeting at which it is to be amended. Amendments are effective immediately unless otherwise specified.

These bylaws as set forth above have been voted on and approved by the membership. The most recent amendment(s) was/were approved, in accordance with the provisions of Article VIII, at the membership meeting held on October 14, 2008.

Signed By:

Chairperson

Secretary

(Month)

(Day)

(Year)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
-See our Needs Assessment

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
-

We will distribute and target resources sufficiently to provide opportunities for all children to an enriched program by including an additional teacher in all classrooms during literacy. This way ample opportunity is given to target instruction in small group instruction. We have an array of AIS services to target students' needs list included on pages -

3. Instruction by highly qualified staff.

-In addition, the school houses two literacy coaches and one Math coach who each work on differentiated professional development by grade and by teacher's needs. There is an F-Status staff developer to assist teachers in targeting students' needs for test sophistication and reading skills

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

-PS 19 has purchased the services of Teacher's College for staff development in house and also to have teachers, coach and administration attend workshops in literacy.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Plenty of support in professional development to continue to enrich and enhance professional growth.
-Opportunities to lead and mentor other teachers.

6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent Coordinator and Family Assistant give series of workshops on literacy skills.
 - ESL for parent programs is provided.
 - Workshops on strategies to develop literacy.
 - After school program for parent and students in Kindergarten and for in-coming kindergarten students.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Weekly Study groups by grade level often include sessions on assessment and instructional programs.
- Professional Book clubs sessions through out the year.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Nutritional program as well as Health programs including Asma awareness workshops are given by the nurses. The Guidance counselors deal with programs involving Bullying, violence prevention, and Attendance compliances.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance

indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ❖ In alignment with the *Children's First Initiative*, we are following a balanced literacy model as supported through the use of the Teacher's College approach. As an instructional cabinet, we frequently assess our vertical curriculum progression by looking at the writing pieces, collecting rubrics, writing continuum results, and running records at the end of the writing unit benchmark. We also review ELA item analyses from the previous year's NYS ELA exam. We will continue to assess in details to find evidence of the findings stated by reviewing our yearly curriculum maps and by observing the opportunities for listening and speaking during ELA instruction.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ After looking at the genres being presented to our students, we are not adequately address the performance indicators of the Response to Literature writing as mandated.
- ❖ Although opportunities for listening and speaking are provided during Book Clubs, Active Engagement, Celebrations, Read Alouds, Partner Reading and Shared Reading sessions, we have determined that we still need to emphasize the preparation and delivery of oral presentations.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

- ❖ We will revisit our vertical curriculum overview to add the indicators lacking to Response to Literature. We will address this need
- ❖ during the book response for the Book of the Month and for Book recommendations. Standards E2B
- ❖ We will work on the preparation and delivery of oral presentations particularly during the presentation of the School Wide Enrichment projects, Celebrations of the units and during the share of the workshop period.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ❖ -Beginning of the year diagnostic exam
- ❖ -Item analyses of previous NYS Math exams
- ❖ -Informal evaluation of program addressing the gaps from the content strands needed at appropriate grade levels.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ The lack of depth in what is being taught in mathematics was relative to the findings of our school, and is why, we have supplemented the EveryDay Math Program.
- ❖ To practice basic atomicity in Math, we implemented the Mad minute program.
- ❖ For problem solving, we use two strategies per month and address them through collaborative group work and additional assignments.
- ❖ Professional development on Math centers in the lower grades are planned to scaffold from the concrete to the abstract.
- ❖ We supplement the EDM program with the *NYS Coach, March to March* book, which addresses all the NYS indicators needed by grade level.
- ❖ Teachers are sent to the Institute for "Leadership Training for teaching Mathematics and Technology" to improve their Math content knowledge.
- ❖ Math consultant works with teachers to improve their pedagogy of Math and to develop the appropriate scaffolds across the grades.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

- ❖ Through teacher observation and by the approach chosen to deliver instruction which is the workshop model

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- ❖ In choosing a workshop model, we have structure the direct instruction to be limited to the 8-10 minutes mini-lesson. During each period students work independently, which allows them to work at their level, and differentiated instruction is given in small group instruction and by individual conferences.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

- ❖ Through our own teacher observations and walkthroughs we have found similar findings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- ❖ The EDM program does not encourage or support a workshop model approach that would encourage collaborative problem solving and projects.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ❖ Math coach will provide additional professional development in the importance of collaborative work to improve problem solving skills.
- ❖ We will infuse a workshop model in the Every Day Math to encourage enrichment and differentiated instruction.
- ❖ Additional support from central in professional development on the following areas would help support this issue: Math enrichment work, Writing in Mathematics, Questioning Techniques, Differentiation for Math, Math content knowledge, Math Pedagogy

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ❖ Reviewed the following for data: School Report Card, BEDS Survey, School Organization, Teacher Seniority Lists

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ Due to retirement, child care leaves, transfers out of state or to Long Island schools we end up with a higher number of new teachers in this school than in other schools. We also have a greater number of teachers, so the probabilities might be the same as in a smaller school, but our numbers of 84 classrooms teachers and about 60-65 cluster, AIS, ESL, and other related teachers increase the total number of new personnel each year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ❖ We will continue to work on a collaborative community to encourage and vest staff members to stay.
- ❖ Professional development will be differentiated to address the needs of the new, transfer or seasoned teachers.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In an effort to address the needs of our ELL students we often monitor and evaluate our curriculum and instruction. Through the following means assess whether additional professional development is necessary for the instruction of ELLs:

- ❖ Teacher observations, post-observation discussions
- ❖ Student observations- Learning from student's work
- ❖ Focused walkthroughs which have been determined by administrative cabinet to target specific areas and needs.
- ❖ Informal discussions with teachers and staff
- ❖ Data Analysis for ELL sub-group as compared to general population
- ❖ Discussions, analysis and review of instruction during Grade Study Groups, grade/department conferences, Faculty Conferences, and Professional Development Plan

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From the above-mentioned monitoring process we have found the following evidence which supports the need for additional professional development to improve differentiated instruction for ELLs.

- ❖ Lesson planning- Differentiation for ELL subgroup which include ELL strategies and methodologies.
- ❖ Scaffolding- Lessons that build on student's prior knowledge and use this information for connections.
- ❖ Charts for instruction that illustrate and include visuals, include synonyms or other key information for comprehension. These charts should also be used as a reference to support and prepare the students for independent activities.
- ❖ Graphic Organizers- increased use of a variety of graphic organizers for the purpose of organizing thoughts and building confidence in our students.
- ❖ Language Prompts- A use of a variety of language prompts that scaffold for each unit of study (when applicable) so that students can become active participant is partnership and classroom discussion.

- ❖ Active-Engagement- An increase in the quality of comprehensible output in our ELL students. These discussions should go beyond just the completion of a language prompt or sentence starter. In addition, partnerships should be flexible so that students can interact with different students and listen to language at different proficiency levels.
- ❖ Academic Vocabulary- An increase in the academic vocabulary the students are exposed to both visually and orally through the use of interactive Word-Walls, Word Study, teacher-student discussions and non-fiction materials.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Due to the extensive number of ELL student population in our school which consists of approximately 85%, all staff members must be aware of ways to improve instruction for ELLs. Although we have five self-contained ESL classes to provide appropriate instruction for our students, this is not the only classroom where there are ELL students. We as a school of 1350 ELL students understand the need to address instruction and best practices for ELLs school wide. We definitely need additional assistance from central in order to provide substantial outreach to all or most of our teachers in all of our K-5 classrooms. On-going and targeted staff development must be offered. We will address them as follows:

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- ❖ Become better “language watchers” in order to assess deficiencies in specific areas of need. Turn-key these best practices so that
 - ❖ larger number of students will be addressed.
 - ❖ Develop a student profile sheet for ESL teachers to use in which student progress is tracked for the purpose of aligning instruction
 - ❖ with specific student needs.
 - ❖ Provide additional academic content vocabulary instruction for the content area of science.
 - ❖ Building of academic content vocabulary instruction in all content areas.
 - ❖ Provide cycles of professional development in best practices for instruction of ELLs.
-

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As a follow up to recommendations of previous Quality Reviews, we were aware of the need to assess our students in intervals rather than rely solely on the one time NYSESLAT Assessment. Although our ELLs are monitored within their classroom assessments there was still a need to analyze their language development and their continued progress. In order to address this we determined that there would be a need to disseminate testing and other relevant information.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ At P.S. 19 we follow-up with the results of the NYSESLAT by disaggregating the data and providing the classroom teachers with a class lists of the ELL students in their class by proficiency levels.
- ❖ We have also collected data to develop charts which reflects by grade and class the number of ELL students and their proficiency levels according the NYSESLAT or the LAB-R (kindergarten or new admits.)
- ❖ In addition, we have expanded the review of NYSESLAT data by creating a student data profile sheet which tracks students for 3 years and examines individual modalities in order to find specific areas of need in order to align instruction. Profile sheet also includes years of service.
- ❖ In order to provide more current assessments the ESL teachers are differentiating their conferences with students to include a language proficiency observation and the development of language patterns by proficiency level (CAPPELLINI.)
- ❖ Creation and use of school-wide student profile sheets in order to inform teachers of student history (this also includes Special Education and ESL needs.)
- ❖ Pie and bar graphs depicting:
 1. the percentages of student enrolled in all of our programs (bilingual, transitional esl, and dual language) were also developed and presented to staff.
 2. percentages of students in grades K-5 and their proficiency levels in relation to school population
 3. Bar graphs- illustrating within each class the proficiency levels of students in relation to number of students

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ❖ Review of past professional development opportunities offered to staff members through our LSO and ISC as well outside organizations such as All Kinds of Minds.
- ❖ Review of past professional opportunities offered at school level through turn key presentations of materials obtained at above activities.
- ❖ Survey of general education teachers interest in professional development in IEP implementation

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ Administrative professional development: Quality IEP writing, School Attuned, SETRC, Thinking Maps and Wilson.
- ❖ Special Education Teachers Professional Development: Quality IEP writing, School Attuned, SETRC, Thinking Maps, Wilson, SETSS Academy, and Title IID.
- ❖ General Education Teachers Professional Development: Schools Attuned and SETRC.

Although a variety of IEP training has been offered to staff members, we have teachers new to the school community in general education that will require professional development in implementing IEP goals and objectives in conjunction with our special education teachers.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

School will address by giving ongoing training focusing on accommodations and modifications as provided for in students IEPs.

The school will benefit from further IEP related training for our special education teachers. This training would enable us to work collaboratively within the school community to achieve higher outcomes for our special need students by having the special education teachers share these strategies with general education teachers.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- ❖ Examination of IEPs during our SETSS inquiry team
- ❖ Evaluation of IEPs during the annual review process by the district representative.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ❖ IEP goals and objectives both short and long term address specific benchmarks and instructional modifications which are aligned to the students needs and to current level of academic function. These goals are also aligned to the core curriculum but are modified according to the students' readiness.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

P.S. 19 is deeply concerned with the needs of students in temporary housing. Students are provided with guidance and support, after school programs and referral to the Office of Pupil Transportation in order to ease their transition to a new or temporary housing condition. Parent outreach is supported by an open door policy. The Parent Coordinator forms a strong link between the school and families in temporary housing

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

-NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

-NA

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

