



**PUBLIC SCHOOL 19
31R019**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**2009-10
FINAL**

SCHOOL: 31R019
ADDRESS: 780 POST AVENUE
TELEPHONE: 718-442-3860
FAX: 718-815-9162

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 19 SCHOOL NAME: The Curtis School

SCHOOL ADDRESS: 780 Post Avenue, Staten Island, NY 10310

SCHOOL TELEPHONE: 718-442-3860 FAX: 718-815-2862

SCHOOL CONTACT PERSON: Mary Petrone, Principal EMAIL ADDRESS: mpetron@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vivian Porcu/Tabitha Parker-Badmus

PRINCIPAL: Mary Petrone

UFT CHAPTER LEADER: Jeanne Raleigh

PARENTS' ASSOCIATION PRESIDENT: Sherri Giammarino

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 SSO NAME: ICI

SSO NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Margaret Schultz

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
Mary Petrone	*Principal or Designee	
Jeanne Raleigh	*UFT Chapter Chairperson or Designee	
Sherri Giammarino	*PA/PTA President or Designated Co-President	
Sherri Giammarino	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lana Shapiro	Member/Teacher	
Evelyn Rosario	Member/Teacher	
Kasandra Lopez-Garcia	Member/Teacher	
Vivian Porcu	Member/Teacher	
Angela Caicamo	Member/Parent	
Rocio Babilonia	Member/Parent	
Fabia Rivera	Member/Parent	
Delicia Julien	Member/Parent	
Tabitha Parker-Badmus	Member/Parent	
Allis M. Ison	Member/Parent	

* Core (mandatory) SLT members.

Signatures of the member 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

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The vision of P.S. 19 is to provide opportunities for students to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe, pleasant and positive environment. We view our school community as the center of our diverse neighborhood. Therefore, we will provide support services for our students and their families. In so doing, our hope is that each student at P.S. 19 will move forward in their academic and social outcomes.

In partnership with parents and community, we believe:

- All students have unique abilities and talents which we will build on through a variety of teaching strategies, resources and emerging technology.
- The arts play an important role in developing the whole child. Therefore, P.S. 19 will offer art enrichment in a consistent and ongoing manner.
- Data driven instruction provides each student with an individualized educational plan. This plan respects personal learning styles and empowers each student to become responsible learners. Therefore, we will analyze review and utilize meaningful data to advance teaching and learning.
- Children learn best in a safe, caring environment. This environment values diversity, collaboration and risk taking. Therefore, P.S. 19 will give social skills the same attention as academic skills.
- Through teaching children cooperative ways to handle conflict, students will cultivate respectful, responsible and positive relationships which will lead to productive citizenship. Therefore, we will encourage children through programs and practices to practice good citizenship and service to our community.
- As we prepare our students for the global society in which they will contribute, we will stress Dual Language Strategies to encourage students to be bilingual bicultural and biliterate.

Summary of School Performance Trends *(Include notable strengths as well as critical areas in need of improvement)*

- Reading and writing skills will continue to be a major focus of our efforts into all curriculum areas. Performance standards in English Language Arts will continue to be emphasized. Teachers will differentiate special programs that increase reading and writing skills and develop a love for reading. Our continued partnership with Teachers College Reading/Writing Project will be our central focus. TC Assessments in K-5 and Predictive Assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. Teachers will utilize data to inform instruction in TC Assessment Pro, Acuity and Arts. The school's administrative staff will visit in our school as well as TC partner Schools to improve pedagogy. Intervisitations will also be planned. Two TC Staff Developers will be retained for 25 days to conduct focused walk throughs and a calendar of Professional Development opportunities and parent workshops in Professional Development for every adult member of our School Community

will be provided to emphasize our school initiatives. Parent involvement and training will focus on enhancing our students reading and writing skills, particularly our subgroups.

- Math skills will continue to emphasize problem solving and attainment of secure goals in all grades using Everyday Math. New performance assessments in Math will be emphasized. Teachers will initiate differentiated math programs that increase Math success. (Larsen's Math, Accelerated Math, Acuity System – as funding permits). Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. Parent involvement and training will focus on enhancing our student's math skills, particularly our ELL population.
- Technology is integrated into all curriculum areas and is available and utilized by all teachers by use of computer stations, smartboards, laptops and software programs. Professional Development is scheduled throughout this year to enhance differentiation, learning and enrichment.
- Science learning continues to grow with two clusters and labsites. The focus will be on content and hands on learning for all grades. Differentiated Activities based on student deficiencies and strengths will enhance student learning.
- Social Studies will be project-based learning in alignment with standards for each grade and utilizing the methodology of Independent Investigative Method of Learning. Differentiated Activities based on student deficiencies and strengths will enhance student learning.
- Arts continue to flourish with a rigorous standards based instruction. We infuse music, art, dance and theatre into our regular everyday curriculum for all grades through cluster programs, enrichment programs, residencies and partnerships.
- SEM/School Enrichment Model – We are in our 4th year of this initiative. We offer our 4th and 5th grade students to select internships of their interest and to go deeper into knowledge and experience of these areas of interest.
- Wagner College Service Internship – 3rd grade – Literacy (children literature) and art (multicultural) museum. Target 3rd grade students in Book Clubs during lunch period on Fridays. Museum visit and art activities will enhance the experience.

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 The Curtis School								
District:	31	DBN:	31R019	School BEDS Code:	353100010019				
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:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	0		94.1	94.2	94.4		
Kindergarten	95	86	99						
Grade 1	123	121	111	Student Stability - % of Enrollment:					
Grade 2	92	133	123	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	112	111	89		91.6	92.2	92.8		
Grade 4	89	111	89						
Grade 5	87	87	109	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		71.3	71.7	70.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	6	15		
Grade 12	0	0	0						
Ungraded	2	3	2	Recent Immigrants - Total Number:					
Total	636	660	659	(As of October 31)	2006-07	2007-08	2008-09		
					11	4	6		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	47	47	46	Principal Suspensions	11	10	15		
# in Collaborative Team Teaching (CTT) Classes	17	28	33	Superintendent Suspensions	4	0	1		
Number all others	48	48	54						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	24	11	11	Number of Teachers	43	46	51		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	96	98	91						

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	36	1	2	Number of Administrators and Other Professionals	4	12	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.7	89.1	96.1
				% more than 2 years teaching in this school	69.8	71.7	74.5
				% more than 5 years teaching anywhere	65.1	65.2	66.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	91.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	100.0	93.6
American Indian or Alaska Native	0.0	0.9	1.1				
Black or African American	20.0	19.2	20.6				
Hispanic or Latino	54.7	55.9	53.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	6.7	6.4				
White	18.7	17.3	18.1				
Male	51.4	51.8	52.7				
Female	48.6	48.2	47.3				
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 (2008-09) Based on 2007-08 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:	IGS			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		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	56.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

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			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- 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?
-

PS 19 is a Teacher College Reading/Writers Workshop Collaborative Partnership School. We are in our fourth year of this work. We will go deeper in the Readers/Writers Workshops on all grades. Support of two TC Staff Developers are on site 25 days each year. Also, we provide continued focused PD at TC and expectations of practice in all classrooms.

Another distinction of PS 19 is that we are focused on genuine and authentic learning by interest. We have forged School Enrichment Model internships in all 4th and 5th grades. This year we have added to our interest-based learning two cluster programs that emphasize IIM Research Project Learning in Social Studies. Our Professional Development will be differentiated. Topics teachers can select will be based on both interest and Collegial Learning Walks are added to our PD offerings this year so that PS 19 teachers can build capacity from support of their colleagues.

Further Music, Dance, Art, Science and Technology and after school activities flourish for all our PS 19 students. We have dedicated opportunities and resources for our students to receive appreciation of and exposure to these disciplines through formal instruction and residencies. State of the art resources, personnel and enrichment opportunities are also available to advance these disciplines for our entire school community.

Our greatest accomplishment is our steady work on accountability. It is the sense of urgency for teachers and administrators to get a greater command of their professions. We have established an Inquiry Team to analyze and study trends in our data in the hopes of improving our outcomes. We are continuing our professional development by building sustainability on grade levels; giving teachers opportunities to collaborate, analyze data and plan instruction.

At PS 19, we believe this transformation lies in the smart use of data to drive instruction. We have an internal accountability that is the expectation that all students will learn. We are believing and applying our professional talent to insure that all students can achieve if given sufficient time and support. We will arrive at success when we include personalization of curriculum, making activities that are curtailed to the learning needs of students ensuring teachers and administrators are receiving pertinent, meaningful professional development so they can deliver these expectations.

We know that the staff of PS 19 are dedicated, disciplined individuals who have a desire to make successful outcomes for students in their charge. They realize it is crucial to evolve, change, grow and learn as professionals in order to have more successful results for students. A reality we face at PS 19 is that we have a high percentage of students with significant learning delays in our special needs classes as well as ELL students who do not have command of the English language. Yet, these students are required to take the standardized tests.

While our Progress Report shows improvement in scale scores for many of these students, we did not reach our Adequate Yearly Progress in ELA for Students with Disabilities for 2007-2008. Our beginner ELL population continues to increase along with an increase of new special needs students in testing grades. As indicated on the ELA item skills analysis, students need to read, write, speak and listen for information, understanding and critical analysis particularly in the area of non-fiction comprehension. Our inquiry team as well as teachers will focus on implementation of strategies that will demonstrate improvement in these skills.

Our plan is to focus on our Inquiry Team 3rd and 5th grade students for 2009-2010 identifying need:

- Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses.
- ELA would be our targeted area. Comprehension would be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the 20 targeted students to higher achievement.
- The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st.
- We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009.
- The Scantron test will be administered in June 2009.
- Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them.
- In September the 20 targeted students will receive another Literacy Scantron test.
- This Scantron test will be analyzed. We will look for common deficiencies in the 20 students.
- These 20 students will then be put in extended day groups depending upon the outcome of the Scantron information.
- In September 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise “next steps” for targeted goals.

Additionally, we will build two teams who will focus on Hispanic/Latino English Language Learners) and Special Education students. These teams will work in analyzing and implementing instructional practices to improve student outcomes for these subgroups. Once a month, at grade meetings, every teacher will work with Inquiry Team members in order to replicate successful practices and strategies. Student work will be analyzed as a portion of this inquiry work with all teachers.

Our Learning Environment Survey for 2008-2009 indicated areas in which we would like to improve. We received the lowest score of 7.1 on our Teacher’s Survey in area of Engagement. (School Leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.) In this one question 60% of our teachers gave us a 5% gain from 2007-2008. Yet, only 60% of our teachers believe a meaningful rule in setting goals and making important decisions.

Therefore, we have initiated the following practices to help our teachers realize they do, in fact, have a significant voice:

- Increase in Collaboration on Goal Setting Practices
- More PD with teacher on Specialized Practices and Building Capacity using collegial techniques
- Teacher involvement in structuring PD for their grade.
- Goal setting for individual, grade and for students as bottomline 2009-2010 expectation.

Top Priorities for 2009-2010 For All Students in Every Subgroup Category

The top priority for PS 19 is to improve student achievement. We are committed to providing effective instruction that challenges and enables students to achieve high standards in an environment that is both nurturing and safe. We have targeted the following areas as priorities for the 2009-2010 school year.

1. To focus on Assessment and Accountability for each student by incorporating uniform assessments at benchmark intervals in CORE subject areas and driving instruction to meet individual student needs.
2. To analyze data and set goals for students while aligning instruction designed to meet individual student needs.
3. To monitor results of data to determine if supports and/or enrichment are advancing students outcomes.
4. To continue to implement a Standards based curriculum using NYC Uniform Literacy and Everyday Math programs.
5. To continue to go deeper in ELA practices with emphasis on guided reading and writing groups as well as Readers/Writers Workshop Practices
6. To continue improvements in mathematics instruction using open ended questions as well Calendar Math Interactive Activities.
7. To continue to utilize Principal, Assistant Principals and Math/Literacy Coach to supervise, monitor and/or turnkey, support schoolwide and district initiatives.
8. To continue to utilize AIS support, instruction personnel and after school programs to target needs of specific students at low-level performance. Subgroup: Black or African, Hispanics/English Language Learner and Special Education Studies.
9. To continue differentiation of instruction based on student ability level with a focus on our growing ELL population.
10. To encourage pedagogy to incorporate the Professional Teaching Standards and to continue to contribute in school based decisions including setting professional goals and student goals.
11. Using outside agencies and parent coordinator to promote communication and involvement with all parents but to outreach especially designed programs for parents of ELLs.

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.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (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. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Principal's Name: Mary Petrone

School Name: 31r019

Goal Number 1	As principal I will put in processes to consistently gather, generate and analyze information on student outcomes and use this information to monitor student progress. After conducting our needs assessment, the SLT found that there were students in all grades that have underperformed in ELA TC Benchmarks. As a result we have made progress for all students to advance in reading levels a priority.
Goal	Describe your goal. To increase achievement in literacy for the Inquiry Team Targeted students through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By June 2010, 40% of all students will demonstrate progress toward meeting grade level benchmarks in reading by advancing 1 reading level according to Teachers College assessments.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Each grade will select a literacy topic that, through TC data, reveals a need for gradewide improvement. Teachers will meet 1x a month in collegial inquiry teams to select and replicate strategies to see which strategies are most effective. They will use these strategies at the same time during extended day. Assessment data will reveal which strategy was most successful. The following bullets are an example of such an activity. Each grade selects a topic of concern and replicates the following for CORE Inquiry Group (20 – 3 rd grade students): <ul style="list-style-type: none"> • Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses. • ELA would be our targeted area. Comprehension might be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the targeted students to higher achievement. • The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st. • We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009. • The Scantron test will be administered in June 2009 for a baseline and will be measured at intervals throughout the year.. • Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student prior to the end of October 2009. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them. The mentor will keep in communication with them during the school year regarding their goal assignment. Partnerships with Wagner College students to work with each student in this focus group. • These 20 targeted students will receive another Literacy Scantron test. • This Scantron test will be analyzed. We will look for common deficiencies in the 20 students. • These 20 students will be in extended day groups with a focus on meeting deficiencies in Scantron results. • In October 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise "next steps" for targeted goals. <p>High priority for our 2009-2010 Inquiry Team work will feature:</p> <ul style="list-style-type: none"> • Adopted mentors and a creation of a variety of activities for their targeted students • More communication with classroom teachers by both the adopted mentors and the core Inquiry Team members • Input into the change of classroom environment and the change of resources made available for targeted students • More home connections
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • Pre and post tests of Scantron Ed. Performance Series for Targeted Students • Written goals for Targeted students created and delivered through extended day • Increase in TC Reading levels throughout the year • Students will have higher results on questions on TC Assessments using Running Records that assess the Comprehension

Principal's Name: Mary Petrone
 School Name: 31r019

Goal Number 2	As principal, I will have processes in place to build instruction for “next learning steps” for each student in the CORE subject and then have individual student targets. After conducting our needs assessment, the SLT found that the ELL student group has underperformed all other subgroups. As a result, we have made progress for our ELL group a priority goal for 2009-2010 school year.
Goal	Describe your goal. To implement small group instruction to improve in the classroom literacy goals for mandated ELLs
Measurable Objective	Set the measurable target that will define whether you have met your goal. 3% of our mandated ESL students (111 students) will improve on NYSELAT in 2010 Listening and Speaking one level (beginner to intermediate/intermediate to advanced/advanced to proficient).
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • ELLs will participate in the following program Award Reading/Soliloquay in the classroom. • ELLs will be provided with nonfiction reading for Read Alouds including accountable talk activities. • ESL teacher pushes in for reading workshop and meets with the ELL students 2x per week to acquire language acquisition. (Grades K-5) • ESL teacher pushes in for reading workshop and meets with the ELL students 2x per week for specific targeted strategy group (needs based) (K-5) • Classroom teacher of ELLs meets with above mentioned ELL students 2x per week for Book Club (grades 4-5) • ESL teacher pushes in for reading workshop and meets with the ELL students one time per week for Book Club (grades 4-5) • ESL teacher pushes in for reading workshop and meets with the ELL students two times per week to work on reading readiness skills, phonics and word work (grade K-2) • Title III before/after school program – ELL students meet for vocabulary instruction and NYSELAT test prep strategies and literacy in Native language and English. • When possible, ELL providers will push-in to Content Areas (Social Studies and Science). <p>In addition to the above, a variety of teaching approaches will be employed. Comprehension is facilitated by using visual aides, gestures, commands for physical action (e.g. Total Physical Response), sentence expansions and open-ended sentences.</p>
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • [When available, the scores on the NYSELAT 2009-2010] • Results from 2009 ELL Interim Assessment Report.

Principal's Name: Mary Petrone
 School Name: 31r019

Goal Number 3	Teachers, coaches, parent coordinator and administrators will structure PD around collaboration and will go deeper in developing rigorous curricula with strategies and standards imbedded in classroom practices to engage students, parents and teachers in meeting student learning goals. After a needs assessment by the SLT it was found that teachers needed further professional development to improve small group instruction, particularly in guided reading, writing conferences and differentiation in order for students to make progress.
Goal	Describe your goal. To increase PD opportunities for teachers in precise teaching strategies (e.g. guided groups/strategy groups) to meet their student's learning goals.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By June 2010, 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague's classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague's classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. <ul style="list-style-type: none"> • Schedule of Learning Walks • Schedule of TC labsites at PS 19 • Agendas of Full Day Staff Development with handouts provided or benchmarks set for implementation of specific best practices discussed. • Intervisitation Agenda and Feedback from Collegial walkthroughs • Signed Attendance • PD Binder of Professional Growth offerings and samples of handouts

Principal's Name: Mary Petrone
 School Name: 31r019

Goal Number 4	Teachers plan and teach lessons that are differentiated to meet the needs of students and student grouping while still being aligned to state standards.
Goal	<p>Describe your goal.</p> <p>Teachers plan and teach lessons that are differentiated to meet the needs of students with disabilities. These strategies will be replicated in general education classrooms.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 65% of our students who have modified promotional criteria will meet or exceed their ELA and Math standard promotional criteria. After conducting our needs assessment, the SLT found that we need to provide differentiated small group instruction in order for students with IEPs to meet modified promotion criteria.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • October '09 - Teachers will assess students and then review grade level performance indicators and then make a plan of indicators teachers target for students to master. Teachers will then set benchmark dates 3x a year to review and monitor that students will meet their promotional criteria. • Teachers will plan guided reading/strategy and small group, differentiated instruction and activities that will support performance indicators in ELA and math. These lessons and activities will be customized for students needs and learning styles and will be planned 3x a week for instruction. • Teachers will utilize a variety of programs that support these goals such as Guided Reading and Strategy Support group: Wilson Learning, Words their Way; Acuity/ARIS, Time for Kids, SRA, Larsen's Math, Everyday Math differentiated activities.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Promotion Standards as identified on page 9 of the IEP • Results from Performance Indicators aligned for each grade in both reading and math with supporting material (student work, tests, writing samples, etc.)

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):	English Language Arts (Reading, writing, and accountable conversations)
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase achievement in literacy for the Inquiry Team Targeted students through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.</p> <p>For Whom: All K – 2 students, general education, special education, ELL September 2009 to June 2010 Frequency – Monday – Friday / Duration 135 minutes PD Teachers College – ongoing through the year TELL Academy – 1 day/week/1-1/2 hours per day/5 weeks/17 weeks Title III After school – 2 days/week/1 hour per day – October – April ‘10</p> <p>By Whom: Principal Assistant Principal Classroom Teachers/Intervention Specialists</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>Each grade will select a literacy topic that, through TC data, reveals a need for gradewide improvement. Teachers will meet 1x a month in collegial inquiry teams to select and replicate strategies to see which strategies are most effective. They will use these strategies at the same time during extended day. Assessment data will reveal which strategy was most successful. The following bullets are an example of such an activity. Each grade selects a topic of concern and replicates the following for CORE Inquiry Group (20 – 3rd grade students):</p> <ul style="list-style-type: none"> • Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses. • ELA would be our targeted area. Comprehension might be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the targeted students to higher achievement. • The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st. • We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009. • The Scantron test will be administered in June 2009 for a baseline and will be measured at intervals throughout the year.. • Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student prior to the end of October 2009. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them. The mentor will keep in communication with them during the school year regarding their goal assignment. Partnerships with Wagner College students to work with each student in this focus group. • These 20 targeted students will receive another Literacy Scantron test.

	<ul style="list-style-type: none"> • This Scantron test will be analyzed. We will look for common deficiencies in the 20 students. • These 20 students will be in extended day groups with a focus on meeting deficiencies in Scantron results. • In October 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise “next steps” for targeted goals. <p>High priority for our 2009-2010 Inquiry Team work will feature:</p> <ul style="list-style-type: none"> • Adopted mentors and a creation of a variety of activities for their targeted students • More communication with classroom teachers by both the adopted mentors and the core Inquiry Team members • Input into the change of classroom environment and the change of resources made available for targeted students • More home connections
<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>	<p>Resources: Title I</p> <ul style="list-style-type: none"> • .5 Reading Specialist \$ 47,315.00 • PD 25 days TC Staff Developer – CE4 \$ 33,600.00 • Instructional Supplies and Materials – Title I \$ 13,000.00 • CTT class in First Grade – CE4 • CTT class in Second Grade Size – C4E .2 red class EGCR • CTT class in Third Grade – C4E • Title I – SS cluster – Ceci – Title I \$20,480.00 • Inquiry Lead Teacher • Title III After school TBA • Ed. Consultants – Dance Assemblies \$ 5,000.00 • Sub days for K-2 grade for teachers to go to Teachers College and Partnership School for Professional Development for Reading/Writing and in-house PD for each grade 1x month (240 days) \$33,000.00 • SEM Sheridan Title I \$11,951.00
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2010, 40% of all students in every classroom will advance at least 1 reading level above what they begin in September.</p>

Subject/Area (where relevant):

English Language Arts (Reading, writing, and accountable conversations)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase achievement in literacy for all students through standards based data driven instruction. To increase achievement in literacy for the 20 Inquiry Team Targeted students (in 3rd grade) through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.</p> <p>For Whom All 3-4-5th grade general education and special education and ELL students September 2009 to June 2010 Frequency – Monday – Friday / Duration 135 minutes Summer School - Literacy For Grades 3-4-5 for PHO's</p> <p>By Whom; Principal Assistant Principals Classroom Teachers</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>	<ul style="list-style-type: none"> • Students in grades 3-5 will be assessed for independent reading levels using running records. • Utilizing schoolwide benchmarks, teachers will be able to identify needed skills/strategies and plan future instruction based on this information. Tracking sheets will be used to organize this information and will be submitted to administration 3x a year for review. • Each teacher will have a uniformed reading assessment binder for administering benchmark assessments • Teacher will create individual student specific goals in reading based on current performance level of students. • Reading levels for each child will be entered into TC Assessment Pro to provide class data for instructional grouping • Each class will have independent reading libraries. Reading libraries will be categorized by independent level, author study and genre. • Instruction will be differentiated through Reader Workshop techniques. • Attendance at Professional Development by Teachers delivered by in school and outside providers to enhance reading practices <p>Funding</p> <ol style="list-style-type: none"> 1. Title I/Books, TC College 2. NYSTL/Textbooks/Books 3. TL Fair Student Funding/Classroom books 												
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<table border="0"> <tr> <td>EGCR .2 (Miller)</td> <td style="text-align: right;">\$ 20,563</td> </tr> <tr> <td>Test Prep Academy</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">2x a week – 1-1/2 hours</td> <td style="text-align: right;">\$ 12,000</td> </tr> <tr> <td>6 teachers – 1 teacher-in-charge @ 21 sessions (3:15 – 4:45 pm) After school ELA/Math</td> <td></td> </tr> <tr> <td>Budget (in Galaxy) reduced class size 4th grade – Title I</td> <td style="text-align: right;">\$102,859</td> </tr> <tr> <td>Per Session personnel</td> <td style="text-align: right;">\$ 39,000</td> </tr> </table>	EGCR .2 (Miller)	\$ 20,563	Test Prep Academy		2x a week – 1-1/2 hours	\$ 12,000	6 teachers – 1 teacher-in-charge @ 21 sessions (3:15 – 4:45 pm) After school ELA/Math		Budget (in Galaxy) reduced class size 4 th grade – Title I	\$102,859	Per Session personnel	\$ 39,000
EGCR .2 (Miller)	\$ 20,563												
Test Prep Academy													
2x a week – 1-1/2 hours	\$ 12,000												
6 teachers – 1 teacher-in-charge @ 21 sessions (3:15 – 4:45 pm) After school ELA/Math													
Budget (in Galaxy) reduced class size 4 th grade – Title I	\$102,859												
Per Session personnel	\$ 39,000												
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>To increase the number of students performing at level 3 or level 4 on the NYS ELA exam by 1.0% from 70% to 71%..</p>												

Subject/Area (where relevant):	Science										
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers in precise teaching strategies (e.g. guided groups/strategy groups) to meet their student’s learning goals.</p> <p>For Whom: Kindergarten-5th grade (general and special education)</p> <p>September 2009 –June 2010 K-2/3-5: 180 minutes</p> <p>By Whom: Classroom teachers Science cluster teacher (2 full time) Building supervisor Inquiry Lead Teacher SEM coordinator</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TL Fair Student Funding/Confratute Title I Coach Funding/Coach workshop</p>										
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>2 Science Clusters/TL, One time only 100%</p> <table border="0" data-bbox="640 1071 1978 1144"> <tr> <td>FSF 80%</td> <td></td> <td></td> </tr> <tr> <td>EGCSR Title II 8.18</td> <td>\$ 8,377</td> <td></td> </tr> <tr> <td>EGCSR 11.82%</td> <td></td> <td>\$12,104</td> </tr> </table>		FSF 80%			EGCSR Title II 8.18	\$ 8,377		EGCSR 11.82%		\$12,104
FSF 80%											
EGCSR Title II 8.18	\$ 8,377										
EGCSR 11.82%		\$12,104									
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>By June 2010, 40% of all students in every classroom will advance at least 1 reading level above what they begin in September.</p>										

Subject/Area (where relevant):

Social Studies (Including civics and government, economics, history, and geography)

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement.
To increase PD opportunities for teachers in precise teaching strategies (e.g. guided groups/strategy groups) to meet their student's learning goals.

For Whom:

All grades K-5

M-F content area study during literacy block (K-5)
2 periods minimum

By Whom:

- Principal
- Assistant Principal/Improvement Coach (if funding permits)
- Social Studies Clusters – 2 upper and lower
- Arts clusters (music and visual)
- AIS teachers
- Classroom Teachers

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues, coach and outside providers.
- TC staff development time will be spent observing best practices in the classroom
- We will establish a Professional Calendar focusing on teaching/learning initiatives that are priorities at PS 19 and enunciated by teacher goals they set for themselves.
- Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague's classrooms.
- We have set aside days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough SMART BOARD Training, differentiation and analyzing student work.
- The opportunity will be given for teachers to self-evaluate their teaching practices using the Professional Teaching Standards Continuum.
- Teachers will complete an Individual Learning Plan setting goals for their teaching practice by using the Professional Teaching Standards.
- During 2009-2010 opportunities will be given to selected teachers to visit colleague's classrooms to observe best practices in areas they identified as wanting to add to their goals for 2009-2010.
- During 2008-2009 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves

Funding

TL Children First, Title I, Title III/TC College
TC – Title I

<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>	<p>Classroom teachers Cluster teachers 2 upper and lower Title I 20% FSF 80% TLFSF Arts Cluster teacher Instructional supplies and materials Computer Software \$6,794/TLNYSTL Social studies materials \$3,900/TLNYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	The Arts
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To provide a comprehensive and sequential standards based Visual Arts education to all students K-5, which will include all visual art modalities as directed by the Blueprint for Arts.</p> <p>For Whom: Grade K – 5</p> <p>September 2009 – June 2010 K-2 3-5</p> <p>By Whom: Principal; Assistant Principal; Classroom Teacher; Art Cluster Teachers Residencies</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TC Title I</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Arts Cluster (Tax Levy) Arts Supplies \$250.00 (FSF) Arts Partnerships with Staten Island Institute of Arts & Sciences; Noble Maritime Museum; Metropolitan Museum of Art; Parents; Museum of Modern Art, class visits to museums and historical venues. Professional Development Citywide and ICI – LSO 1 Visual Arts FSF 80.49% CFE 19.51%</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	The Arts - Music
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To provide a comprehensive and sequential standards based Music Arts education to all students K-5, which will include all music modalities as directed by the Blueprint for Arts.</p> <p>For Whom: Students in grades K-5</p> <p>September, 2009 through June, 2010</p> <p>By Whom: Principal; Assistant Principal (if funding is available); full time Music Teacher; Classroom Teacher</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TC/Title I</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Repair of Instruments: \$250.00 Funding Source: FSF funds partial Full time Music Cluster CFF 76%; TL one time only 24%</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	The Arts
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To provide a comprehensive and sequential standards based Arts education to all students in Grade 3</p> <p>For Whom: Students, grade 3</p> <p>By Whom: Principal Classroom Teacher Arts Liaison Parent/Volunteer trained in program</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TC – Title I</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development for teachers before visits</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	The Arts - Dance
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To provide a comprehensive and sequential standards based Dance Arts education to all students K-5.</p> <p>For Whom: Students, grades K-5</p> <p>Spring 2010 February – May 2009 – minimum 1-2 periods per week</p> <p>By Whom: Principal; Assistant Principal Physical Education Teacher Classroom Teachers Arts Cluster Teacher</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TC Title I</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I - \$7,000 Professional development for teachers as needed for parents and community</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	The Arts
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To provide a comprehensive and sequential standards based Arts education to all students K-5.</p> <p>To Whom: Pre K – 5th } Students will learn about arts career opportunities</p> <p>Throughout the school year 2009-2009; as available</p> <p>By Whom: Principal Classroom Teacher Arts Clusters</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>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague's classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2009-2010 opportunities will be given to selected teachers to visit a colleague's classroom to observe best practices. • During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding TL Children First, Title I, Title III/TC College TC – Title I</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Project Arts funds Community outreach/grants for funding of assembly programs</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>That 50% of all PS 19 classroom teachers will participate in Learning Walks and/or LabSites that focus on precise strategies to employ small group instruction.</p>

Subject/Area (where relevant):	School Library/Media Services/Social Studies
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to refine differentiation in lessons to support the school policy of individualized learning. To increase access to educational technology for all K-5 students and teachers in order to support standards based data driven instruction in Social Studies. Teachers plan and teach lessons that are differentiated to meet the needs of students with disabilities. These strategies will be replicated in general education classrooms.</p> <p>For Whom: K – 5th grade students – General Ed, Special Ed. and ELL</p> <p>September 2009-June 2010 M-F as dictated by cluster scheduled period</p> <p>By Whom: Social studies cluster Classroom Teacher Computer Specialist</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>	<ul style="list-style-type: none"> • October '09 - Teachers will assess students and then review grade level performance indicators and then make a plan of indicators teachers target for students to master. Teachers will then set benchmark dates 3x a year to review and monitor that students will meet their promotional criteria. • Teachers will plan guided reading/strategy and small group, differentiated instruction and activities that will support performance indicators in ELA and math. These lessons and activities will be customized for students needs and learning styles. • Teachers will utilize a variety of programs that support these goals such as Guided Reading and Strategy Support group: Wilson Learning, Words their Way; Acuity/ARIS, Time for Kids, SRA, Larsen's Math, Everyday Math differentiated activities. <p>Funding TL Children First, Title I, Title III/TC College, C43</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Social Studies Cluster Teacher - \$20,480 (.2 Title 1)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>65% of our students who have standard promotional criteria will meet or exceed their ELA and Math standard promotional criteria.</p>

Subject/Area (where relevant):

Student Support Services

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To increase achievement in literacy for the 20 Inquiry Team Targeted students (in 3rd grade) through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.
For Whom:
All students Pre K – 5th grade
9/09 – 6/10
Ongoing
By Whom:
Principal
Assistant Principal
Guidance Counselor
Regional Attendance teacher
Pupil Personnel Secretary
Classroom Teacher
School Nurse
Parent coordinator

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses.
 - ELA would be our targeted area. Comprehension would be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the 20 targeted students to higher achievement.
 - The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st.
 - We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009.
 - The Scantron test will be administered in June 2009.
 - Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student prior to the end of October 2009. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them. The mentor will keep in communication with them during the school year regarding their goal assignment. Partnerships with Wagner College students to work with each student in this focus group.
 - These 20 targeted students will receive another Literacy Scantron test.
 - This Scantron test will be analyzed. We will look for common deficiencies in the 20 students.
 - These 20 students will be in extended day groups with a focus on meeting deficiencies in Scantron results.
 - In October 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise “next steps” for targeted goals.
- Funding**
TL Children First, Title I, Title III/TC College
TC – Title I

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

\$35,089/TL Mandated counseling/TL SLIP

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

By June 2010, 40% of all students in every classroom will advance at least 1 reading level above what they begin in September.

Subject/Area (where relevant):	Parent and Community Engagement
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To increase parent and community involvement by providing at least one workshop per month that address curriculum to improve student achievement. To increase PD opportunities for teachers in precise teaching strategies (e.g. guided groups/strategy groups) to meet their student’s learning goals.</p> <p>For Whom: Parents, students, SLT, SAT, Administration, PTA and CBOs</p> <p>Ongoing Sept 2009 – June 2010</p> <p>By Whom: Ongoing Sept 2009 – June 2010</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>	<ul style="list-style-type: none"> ➤ Leadership Team Participation ➤ Provide workshops and programs for parents ➤ Building community-based resources for parents ➤ Provide evening sessions (monthly) for parents in subject areas ➤ JCC Family Literacy Program ➤ After school Program for ELL programs ➤ Two orientations per year per grade frequent letters to parents to communicate ➤ Newsletters, blogs and school web pages available ➤ Philanthropic efforts within the community ➤ Partnership with community for special events ➤ Curriculum conferences ➤ Student leadership opportunities ➤ Community Focused Learning Walks ➤ Community Tours
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ● To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. ● TC staff development time will be spent observing best practices in the classroom ● Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. ● We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. ● During 2009-2010 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. ● During 2009-2010 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. ● Differentiated PD will be offered each month <p>Funding</p> <ol style="list-style-type: none"> 1. TL Children First, Title I, Title III/TC College 2. TL Fair Student Funding/Confratute 3. Foundation Grant/TC. 4. Title I Coach Funding/Coach workshop
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>To increase outcomes on Engagement category of the NYC Learning Environment Survey.</p>

Subject/Area (where relevant):	Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement small group instruction in the classroom to improve in literacy goals for mandated ELLs.</p> <p>For Whom: All K – 5 ELL students</p> <p>October '09 – April '10</p> <p>By Whom: Principal Assistant Principals ESL teacher Classroom teachers/intervention specialists Parent coordinator</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>	<ul style="list-style-type: none"> • ELLs will participate in the following program Award Reading/Soliloquay in the classroom. • ELLs will be provided with nonfiction reading for Read Alouds including accountable talk activities. • ESL teacher pushes in for reading workshop and meets with the ELL students 2x per week to acquire language acquisition. (Grades K-5) • ESL teacher pushes in for reading workshop and meets with the ELL students 2x per week for specific targeted strategy group (needs based) (K-5) • Classroom teacher of ELLs meets with above mentioned ELL students 2x per week for Book Club (grades 4-5) • ESL teacher pushes in for reading workshop and meets with the ELL students one time per week for Book Club (grades 4-5) • ESL teacher pushes in for reading workshop and meets with the ELL students two times per week to work on reading readiness skills, phonics and word work (grade K-2) • Title III before/after school program – ELL students meet for vocabulary instruction and NYSESLAT test prep strategies and literacy in Native language and English. • When possible, ELL providers will push-in to Content Areas (Social Studies and Science). <p>In addition to the above, a variety of teaching approaches will be employed. Comprehension is facilitated by using visual aides, gestures, commands for physical action (e.g. Total Physical Response), sentence expansions and open-ended sentences.</p> <p>Funding TL Children First Funding/Inquiry Team TL Fair Student Funding/Confratute Foundation Grant/TC, IIM staff development in Curriculum and Technology Areas, C4E/TC.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Instruction materials. All materials will be supplemental and will be provided in both math and literacy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>3% of our mandated ESL students (111 students) will improve on NYSELAT in the modalities of Listening and Speaking one level (beginner to intermediate/intermediate to advanced/advanced to proficient).</p>

Subject/Area (where relevant):	Language Translation and Interpretation
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 95% of classroom teachers will develop individual student educational goals 2x a year (November and March) in at least 1 CORE subject area. To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement by providing translation and interpretation services during PTA meetings, newsletters, curriculum conferences and correspondence that will result in an increase in ELL student achievement.</p> <p>Ongoing September ’09 – June ‘10</p> <ul style="list-style-type: none"> ➤ Pupil Accounting Secretary ➤ Parent coordinator ➤ ESL Teachers ➤ Bilingual Teacher and paraprofessionals
<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>	<ul style="list-style-type: none"> • Individual Educational Goals will be developed for each student K-5 in at least 4 CORE subject area.s • Student info sheets will be generated by the data specialist and/or the coach for each K-5th grade class. • Data Specialist info sheets will be based on state assessments, math secure goals, PAs, and/or TC Assessment Pro Predictives. • Teachers will receive Data Specialist info sheets by November 2009 and develop individual goals in at least 4 CORE subject areas. Information will be added in the appropriate column as evidence is obtained. • Teachers will use Acuity and/or other resources to build lessons to support individual student needs. • Professional development will be provided for teachers in differentiation of instruction. • Flow of the Day will include grouping in at least 2 CORE subject areas. • <p>Funding TL Children First Funding/Inquiry Team TC, IIM staff development in Curriculum and Technology Aras, C4E/TC</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>When Funds are Available</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>3% of our mandated ESL students (111 students) will improve on NYSELAT in the modalities of Listening and Speaking one level (beginner to intermediate/intermediate to advanced/advanced to proficient).</p>

Subject/Area (where relevant):	Mathematics
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase achievement in mathematics for all students through standards based data driven instruction. Teachers plan and teach lessons that are differentiated to meet the needs of students with disabilities.</p> <p>For Whom: All K-5 Students – general ed, special ed, & ELL</p> <p>September 2009 – June 2010 Frequency: Monday - Friday Duration: 75-minute Math Block</p> <p>Saturday Academy – Title I</p> <p>By Whom: Principal; AP Assistant Principal Math RIS – Region 7 Classroom teachers – ESL teachers – AIS teachers</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>	<ul style="list-style-type: none"> ● October '09 - Teachers will assess students and then review grade level performance indicators and then make a plan of indicators teachers target for students to master. Teachers will then set benchmark dates 3x a year to review and monitor that students will meet their promotional criteria. ● Teachers will plan guided reading/strategy and small group, differentiated instruction and activities that will support performance indicators in ELA and math. These lessons and activities will be customized for students needs and learning styles. ● Teachers will utilize a variety of programs that support these goals such as Guided Reading and Strategy Support group: Wilson Learning, Words their Way; Acuity/ARIS, Time for Kids, SRA, Larsen's Math, Everyday Math differentiated activities. <p>Funding Title I/Books, TC College NYSTL/Textbooks/Books TL Fair Student Funding/Classroom books</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E \$10,288 Everyday Math Curriculum Math technology Larsen's Math, Accelerated Math AIS, Renzulli, Acuity, Children's Proogress</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>75% of our 3/4/5 grade students with disabilities will meet or exceed with their modified criteria as established on their 2009-2010 IEP.</p> <p>85% of our 3/4/5 grade general education students will meet or exceed standards in math.</p>

Subject/Area (where relevant):	Special Education																								
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> ➤ To increase achievement in literacy for all students with disabilities through standards-based, data driven instruction by June 2010. ➤ Students who were enrolled in PS 19 for 2008-09 school year, will decrease level 1 performance in NSTP ELA and Math by 2%; and, for Level 2 will show a 5% improvement in mean score by achieving annual yearly progress or better. 																								
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>	<ul style="list-style-type: none"> ➤ Continue implementation of Standards-based data-driven instruction in literacy aligned to student’s individualized educational plan. ➤ Provide response to intervention for targeted small group instruction ➤ Continued instruction that provides for differentiation in the Reading and Writing Workshop, Foundations and Wilson Language ➤ To provide ongoing professional development in literacy for teachers through Partnership with Teachers’ College Reading and Writing Project. ➤ Follow NYC Math Pacing aligned to NYS Standards using Everyday Math and Coach March to March Preparation Group. 																								
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">4 CTT Teachers</td> <td style="width: 50%;">C4E & TL FSF</td> </tr> <tr> <td>4 Self contained teachers</td> <td>FSF</td> </tr> <tr> <td>5 Paras</td> <td>TL FSF</td> </tr> <tr> <td>2 Occupational Therapist</td> <td>TL Therapist PS</td> </tr> <tr> <td>1 IEP teacher</td> <td>TL IEP Teacher</td> </tr> <tr> <td>1 SETSS teacher</td> <td>TL Fair Student Funding</td> </tr> <tr> <td>2 Full time speech/1-2 day speech teacher</td> <td>TL Mandated Speech/TL Slip</td> </tr> <tr> <td>2 part time physical therapist</td> <td>TL Therapist PS</td> </tr> <tr> <td>1 Family Worker</td> <td>TL SBST</td> </tr> <tr> <td>1 2 day Social Worker</td> <td>TL SBST</td> </tr> <tr> <td>1 1 day bilingual psychologist</td> <td>TL SBST/Idea SBST</td> </tr> <tr> <td>1 part time guidance counselor</td> <td>FSF/Idea/TL Mandated Counseling</td> </tr> </table>	4 CTT Teachers	C4E & TL FSF	4 Self contained teachers	FSF	5 Paras	TL FSF	2 Occupational Therapist	TL Therapist PS	1 IEP teacher	TL IEP Teacher	1 SETSS teacher	TL Fair Student Funding	2 Full time speech/1-2 day speech teacher	TL Mandated Speech/TL Slip	2 part time physical therapist	TL Therapist PS	1 Family Worker	TL SBST	1 2 day Social Worker	TL SBST	1 1 day bilingual psychologist	TL SBST/Idea SBST	1 part time guidance counselor	FSF/Idea/TL Mandated Counseling
4 CTT Teachers	C4E & TL FSF																								
4 Self contained teachers	FSF																								
5 Paras	TL FSF																								
2 Occupational Therapist	TL Therapist PS																								
1 IEP teacher	TL IEP Teacher																								
1 SETSS teacher	TL Fair Student Funding																								
2 Full time speech/1-2 day speech teacher	TL Mandated Speech/TL Slip																								
2 part time physical therapist	TL Therapist PS																								
1 Family Worker	TL SBST																								
1 2 day Social Worker	TL SBST																								
1 1 day bilingual psychologist	TL SBST/Idea SBST																								
1 part time guidance counselor	FSF/Idea/TL Mandated Counseling																								
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	75% of our 3/4/5 grade students with disabilities will meet or exceed with their modified criteria as established on their 2009-2010 IEP																								

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	21	21	N/A	N/A				N/A
1	31	37	N/A	N/A			1	N/A
2	55	55	N/A	N/A			1	N/A
3	52	52	N/A	N/A				
4	53	53	45	45				
5	34	34	36	36	1			
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: Leveled Literacy > Wilson ----- > Foundations----- > Guided Reading ----- > Reading Volunteers ----- > Time for Kids ----- > Simple Solutions ----- > Focus on Fluency ----- > Awards Reading (ELLs) ----- > Soliloquy Language (ELLs) ----- > Acuity ----- > TCWRP Assessment Pro ----- > Raz Kids ----- > Title I Test Prep ----- > Title I LEAP (Learn Early and Prepare) ----- > Saturday Program Aprendiendo Lado a Lado (Learning Side by Side) -----</p>	<p>Day School and Extended Day; small Groups Day School and Extended Day; small groups in 12:1:1 classes, SETSS Day School and Extended Day; work/small groups in kindergarten, first and 12:1:1 Day School and Extended Day; small group- all grades Day School and Extended Day; small groups or 1:1 tutoring Day School and Extended Day (3rd grade only)</p> <p>Day School and Extended Day; small group Grade 1-5</p> <p>Day School and Extended Day; 1:1 Technology based After school grades 3-5 small group/Kaplan Test prep material After school grades 1-2 small group/Language Enrichment (Let's Sing About It)</p> <p>Saturdays; small group/Awards Reading</p> <div data-bbox="1514 581 1822 678" style="border: 1px solid black; padding: 5px; text-align: center;"> If Funding Permits </div>
<p>Mathematics: Great Leaps ----- Larson's Math ----- Exemplar ----- Singapore Math ----- Title/Test Prep ----- Title III TELL -----</p>	<p>Day School and Extended Day; 1:1 graded 1-3 Day School and Extended Day; all grades, Technology Day School and Extended Day; all grades, Technology Day School and Extended Day; grades 3-5 After School grade 3-5 small group Kaplan Test Prep After School grade 1-2 small group Everyday Math extensions</p>
<p>Science: All grades</p>	<p>Small/differentiated groups during school day/extended day using Harcourt</p>
<p>Social Studies: 4th and 5th grades</p>	<p>Small/differentiated groups instruction during school day/extended day using texts; Harcourt and Social Studies, Time for Kids</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small Group counseling: one to one when needed</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>One on one as needed.</p>
<p>At-risk Health-related Services:</p>	<p>N/A</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.

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: 109 LEP Non-LEP

Number of Teachers 4 Other Staff (Specify) 1 Administrator

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.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

In order to support our LEP students in attaining English language proficiency, we are continuing our Saturday program, Aprendiendo Lado a Lado, which was initiated in January 2010 with funds from the ELL Success Grant. In this program parents and students learn side by side, both in their native language and English. According to our data from the 2009 NYSESLAT, these students need further assistance in literacy, in particular, reading and writing.

This program will meet for three hours (8:30 am – 11:30 am) for seventeen Saturdays, from December through May on the following dates:

December 5, 12, 19, 2009; January 9, 16, 23, 30; February 6, 27; March 6, 13, 20; April 10, 17, 24 and May 1, 8, 2010

All of our ELL students are invited, a total of 109. However, approximately ½ attend according to our attendance records from the last program. Four teachers will participate in this program, two licensed ESL/Bilingual paired with two common branch teachers who will deliver instruction in a collaborative team teaching style. The program has three components which all students participate in on a rotating schedule:

1. Literacy through technology, using the Award Reading/Writing program
2. Reading workshop with Read Aloud text both in the native language and English with a daily writing component.
3. Readers’ Theater – movement and performance in literacy

Parents are invited to attend the sessions along with their child. The results of the parent survey from this program is more instruction in writing. Therefore, the goal of this Saturday program is to increase academic language and vocabulary achievement on standardized tests, the ELA, Math Science, Social Studies and NYSESLAT. (See attached budget.)

II. Parent/community involvement:

The ESL instructor, along with the parent coordinator, maintain ongoing communications with parents of all our ELLs through orientation meetings, parent-teacher conferences and informal meetings. The ELL instructors are always available to meet with parents as the need arises. Fluency in Spanish is an asset that the instructor and parent coordinator, as well as other staff members, enabling them to reach out and maintain open communication with the community. In addition to the variety of Dept. of Ed. brochures and correspondence available in the native language, various workshops – Parents as Arts Partners, Book of the Month Club and English as Second Language Instruction for parents involve our ELL parents in the activities available at P.S. 19. To facilitate their participation, P.S. 19 makes available translators through the use of interpretation funds.

ELL entitlement letters are distributed to parents in September 2009 indicating the program their child will be in. The Parent Coordinator distributes these letters to parents at a parental meeting, in which they are explained, signed and returned. A copy is kept in the student's cumulative file and a secured copy is kept in the assistant's principal's file cabinet.

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

Newly enrolled LEP students meet with our ESL instructors and our Parent Coordinator to support these students placement in the classroom. Literature in their native language in high incidents is made available and we make every attempt to distribute in low incident languages.

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.

IV. Staff Development (2009-2010 activities):

V.

The ESL/bilingual and general education teachers of English language learners all participate in ongoing professional development. They attend workshops at Teacher's College, the ICI, Office of English Language Learners and in-school. At PS 19, we believe all teachers are teachers of language and ESL professional learning in ongoing throughout the year. Teachers meet once a month to keep current with new trends and ideas to implement in the classroom for our English language learners. Teachers' College staff developers deliver literacy professional development twenty-five times through the school year, which all our pedagogues actively participate in.

Form TIII – A (1)(b)

School: 31r019 BEDS Code: 353100010019

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: <u>\$16,680.00</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$ 997.00 10,145.00 \$4,056.00	4 Teachers – 11 hours training (44 hrs @ 22.65) (including fringe) <i>12/3, 12/10, 1/7, 1/22, 2/4, 2/25, 3/4, 3/18, 4/8, 4/22, 5/7</i> 4 Teachers – 17 sessions – 3 hours per session 204 hrs @49.73 (including fringe) <i>12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 1/30, 2/6, 2/27, 3/6, 3/13, 3/20, 4/10, 4/17, 4/24, 5/1, 5/8</i> Supervisor – 17 sessions – 4 hours per sessions – 11 training hrs. <i>12/3, 12/5, 12/10, 12/12, 12/19, 1/7, 1/9, 1/16, 1/22, 1/23, 1/30, 2/4, 2/6, 2/25, 2/27, 3/4, 3/6, 3/13, 3/18, 3/20, 4/8, 4/10, 4/17, 4/22, 4/24, 5/1, 5/7, 5/8</i> 79 hrs @ 51.34 (including fringe)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	1,482.00	Instructional materials Culture for Kids books (\$452.00) Asia for Kids books (\$830.00) Spanish English Dictionaries <i>(Ingram Library Serv. Inc.)</i> (\$200.00)
TOTAL	<u>\$ 16,680.00</u>	

PS 19
LAP 2009-2010
 Part I – School ELL Profile

PS 19 is a Kindergarten through fifth grade Title 1 funded elementary school in district 31. It is located on the north shore, in the West Brighton area of Staten Island. As of October of 2009, 639 students are registered, with 109 mandated English language learners, 17% of the student population. However, this number fluctuates (+ or – 10) throughout the year based on new/transferred students. The administration consists of *Mary Petrone, Principal, Joanne Vitiello, Assistant Principal* of special education, and *Elizabeth Geli, Assistant Principal* of English language learners. *Mary Sheridan* is the data specialist. Three certified ESL teachers service our LEP/ELLs, *Dina Tornabene*, supports kindergarten, second grade and fourth grade, *Mildred Rios*, supports first grade, third grade and fifth grade students, and *Pat Felix* supports our self-contained special education ELL students in grades three, four and five. *Evelyn Rosario*, certified in bilingual/special education teaches a self-contained second and third grade transitional bilingual class.

Lourdes Cruz, certified in bilingual/special education is the IEP teacher and supports ELL students during AIS. *Miguel Felix*, our bilingual parent coordinator, is a valuable support for our Spanish speaking families as well as our English speaking families. As of October, 2009, our population represents the following ethnicity: 5 Native Americans; 42 Asians; 356 Hispanic; one 126 African Americans; 108 white families. According to our BESIS survey, 2009, our student enrollment of English language learners has steadily increased: 2006-06 (79); 2006-07 (96); 2007-08 (98); 2008-09 (105) 2009-10 (109).

Part II: ELL Identification Process
Number of ELLs by Grade in each language Group

Language	K	1	2	3	4	5	Total
Spanish	10	7	32	20	16	15	100
Urdu		1	1			1	3
Arabic				2			2
French			1				1
Albanian					1		1
Other		1	1				2
Total	10	9	35	22	17	16	109

Upon registering a child at PS 19, the child and parent meet with one of our initial interview team members (*Dina Tornabene*, ESL certified teacher, who speaks Spanish, French and Italian, and/or *Mildred Rios*, ESL certified teacher, who speaks Spanish) and Miguel Felix, parent coordinator, who also speaks Spanish. If a parent speaks another language, arrangements are made to seek another interpreter in the parent’s native language, either through the Department of Education, or staff and community resources.

After providing the required documentation for registration, one of the ESL teachers meets with the parent and child, for an interview to assess the home language of the parent and the cognitive language of the child. The **Home Language Identification Survey (HLIS)** is explained and administered. If needed, the **HLIS** is presented in the parent’s native language, if English is not understood. The ESL teacher conducts an interview for initial screening to determine the student’s eligibility for **LAB-R**. Once **LAB-R** eligibility is determined, one of the above mentioned ESL teachers administers the **Language Assessment Battery-Revised (LAB-R)** exam to the student. If the student scores at a Beginner, Intermediate or Advanced level, the student is a LEP/ELL. If the student scores at a proficient level, the student is not a LEP/ELL and enters general education. However, it is noted what language the parents speak at home and all school notices are sent home in the native language of the parent. The Spanish **LAB** is administered to Spanish speaking students. Once the **LAB-R** is administered, program placement is selected by the parent. The parent attends an orientation meeting where a video in various languages is viewed. Parents are advised of the choices they can select for their child’s educational program. They may choose to have their child placed in one of three education program options:

- *Transitional Bilingual*
- *Dual Language – Bilingual*
- *Free standing ESL Program*

Within ten school days of enrollment, students are placed in the program that their parents chose. Bilingual classes will be formed if there are fifteen or more students in two contiguous grades for Kindergarten through fifth grade. If there aren’t enough students to form a bilingual class, the parent can opt for another school with that program, or stay in school in ESL. If parents do not select a program, the student is automatically placed in a bilingual class, if available, otherwise in ESL.

Each LEP/ELL student (K-5) is administered an annual assessment in the spring, the *New York State English as a Second Language Achievement Test (NYSESLAT)*, which measures English language acquisition in speaking, listening, reading and writing.

Parent orientation meetings are conducted throughout the school year from September through March, and if needed one to one after March. The parent coordinator sends out letters in English and the native language of the parents, informing them of the date, place and time of the meeting. The meetings are scheduled for the second week of September, third/fourth week in October, November, during parent/teacher conferences and in March, during parent/teacher conferences. At the orientation meeting the NY City video for parental options is shown in various languages aligned to parents' native languages. Parents are given the opportunity to ask questions, express concerns and learn about the various programs. Parents are informed that based on research findings, continuity of instruction is best. They are advised not to switch their child from program to program and that once a choice is made the student is required to stay in the program for at least one school year in elementary school.

In October, and thereafter when necessary, entitlement letters are distributed to every LEP/ELL student in English and/or the parent's native language. Program selection, whether transitional bilingual, dual language or ESL is determined by the parent's request and once the program is selected, the student is placed in that program, if available, or given the option in another school. If 15 students request bilingual within two consecutive grades, PS 19 will create a bilingual bridge class.

After reviewing the parent surveys and program selections over the past few years, it has been determined that majority of our parents request ESL. As of last year, 2008/2009

22 first graders were mandated ELLs, 3 parents requested bilingual and 2 requested a dual language program, while the remainder all requested ESL as their first choice. In second grade we had 23 mandated ELLs and two parents requested a bilingual program and after an evaluation, the students were placed in the bilingual/special ed program. The remaining students were all placed in ESL based on their parental choice. In 2009/2010, the majority of program requests are still ESL, with only one parent requesting bilingual.

However, in 2010, PS 19 intends to open a Dual Language kindergarten program in Spanish, giving parents another option for their child and broadening the option for English speaking children to acquire another language and become biliterate, bilingual and bicultural. PS 19 also has a bilingual/ special education bridge class for second and third graders. This program has been aligned to our student population, because these students have developed from kindergarten and progressed to the present second and third grade in 2009-2010. Presently we have five special ed bilingual students who have alternate placement para professionals: one second grader, three fourth graders and one fifth grader.

**Part III: ELL Demographics
ELL Program Breakdown
Number of classes per grade**

Program	K	1	2	3	4	5
<i>Transitional Bilingual/Special Ed</i>			1* bridge	1* bridge		
<i>Dual Language</i>	NA					
<i>Free Standing ESL/ Push-in</i>	1	2	3	3	2	1
<i>Total</i>	1	2	4	4	2	1

Number of ELLs by Subgroups

All ELLS	109	Newcomers receiving service 0-2 years	55	Special Education	35
SIFE	0	ELLs receiving service 4-6 years	50	Long -Term (completed 6 Years)	4

Our special education bilingual enrollment has decreased over time 2005-06 (25); 2006-07 (24); 2007-08 (11); 2008-09 (12); 2009-10 (11). This is due to the fact that we now have one special education bilingual class, instead of two classes. PS 19 offers a transitional bilingual special education bridge program for grades two/three. Students are instructed in both English and their native language (Spanish). These students require structured content area instruction according to the student's language proficiency and their IEP goals. This is a 12:1:1 program which addresses the needs of the students with

significant to sever academic difficulties in reading, math and other academic areas in addition to providing instruction in their native language.

Presently, we have 109 mandated ELLs, fifty-five are newcomers (ELLs receiving service of 0-3 years), fifty who are receiving service four to six years and four who are receiving services for more than six years. Thirty-five ELL students have IEP's.

PS 19 has one transitional bilingual/special education bridge class (2nd/3rd grades) with eleven students who receive instruction in English and Spanish as needed based on a transitioning percentage of English/Spanish instruction as the students progress through the years. Instruction in the native language (Spanish) decreases while instruction in English increases in each grade. The third grade students are assessed with the *ELE Spanish Reading* test in the spring.

Free standing ESL programs with a push-in model are implemented in our kindergarten, first, second, third, fourth and fifth grade classes. Beginners/Intermediates are grouped into a general education classroom (a maximum of 10) and receive a minimum of 360 minutes per week of ESL support, provided by a certified ESL teacher who pushes in. The advanced/proficient ELLs are grouped into a general education classroom (a maximum of 10) and receive a minimum of 180 minutes of ESL support by our certified ESL teachers, who push in to the classroom. Mandated ELLs in CTT classes (1st grade – 4th grades) receive their mandated hours of support in two ways: the ESL teacher pushes into their classroom and these students also meet with the ESL teacher in another general education class with other ELLs on their grade for specific periods throughout the week to meet the mandated service.

ESL Teacher Schedule (Sample of one teacher)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	8:15-8:30	5-123 B/I/A	3-313 A	3-319 B/I	Library (Prof. Develop)	1-220 & (ELLs 1-220) B
1	8:35-9:20	5-123 B/I/A	3-313 A	3-319 B/I	1-220 B	1-220 & (ELLs 1-220) B
2	9:25-10:10	5-123 B/I/A	3-313 A	3-319 B/I	1-220 B	1-220 (Soc.Stud) B
3	10:15-11:00	5-123 B/I/A	3-313 A	3-319 B/I/A	3-319 B/I/A	1-220 & (ELLs 1-220)
4	11:05-11:55	5-123 B/I/A	1-103 CTT* B	3-319 B/I/A	5-123 B/I/A	1-220 & (ELLs 1-220)
5	12:00- 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	12:55-1:40	Prep (Common with 5-123)	1-103 CTT* B	Prep (Common with 3-319) B	Prep (Common with 1-220) B	1-220 & (ELLs 1-220) B
7	1:45-2:30	5-123 B/I/A	Prep (common with 3-313 A	3-319 B/I	3-319 B/I	Prep (common with 3- 313
Ex. Day	2:35-3:12	3-319	3-319	3-319	3-319	N/A

B – Beginning ELLs I – intermediate ELLs A-advanced ELLS

The ESL teachers provide support in listening, speaking, reading and writing, as well as math and the content areas of science and social studies to support academic language. In addition, the ESL teachers and classroom teachers assist students in achieving the state designated level of English proficiency for their grade and help ELLs meet or exceed the NY State and City standards. In the freestanding ESL program, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. In order to maximize English language acquisition for ELLs, the ESL and classroom teachers of ELLs work as a collaborative team, analyzing data, planning lessons together aligned to the grade curriculum and attend professional development to raise the achievement of ELLs.

Students who exhibit inadequate growth on reading assessments receive additional academic intervention services such as:

- mandated extended day small group instruction (K-5th grades),
- *Leveled Literacy* program (1st, 2nd grades) students are pulled out by a certified reading teacher four times a week for small group instruction
- 1:1 Wagner College reading buddies once a week college students team up with an ELL student and read with and to them (3rd grade)
- *Simple Solutions*, writing program (3rd grade) implemented in extended day for ELLs and at risk students
- *Foundations & Wilson* instruction (1st – 5th grades) delivered to special education ELL students
- *Award Reading/Writing* program (K-4th grades) administered to the ELL students within the classroom in small group lessons
- *Saturday, Aprendiendo Lado a Lado*, ELL program, three hours, (K-5) literacy/technology based
- *T-ELL*, tutoring for ELLs (1,2) two days a week, after school, literacy based
- *Good Habits/Great Readers* (1st, -3rd grades) implemented in the classroom in small group work
- *Test Prep Academy*, (3,4,5 grades) two days a week, two hours for testing strategies and preparation
- *Larsen's Math* (K-5), students rotate on a weekly bases in the classroom for specific math skills

All ELLs that reach a proficiency level are still entitled to ESL support. These students are invited to participate in our Saturday program, *Aprendiendo Lado a Lado*, and are provided with the additional extended time modification for all testing. In addition, all ELL students are invited to our after school *Test Prep Academy* (grades 3, 4, 5) especially since all our ELLs are now required to take the ELA after one year of schooling. We also offer after school tutoring for grades 1 and 2, twice a week, *T-ELL (Tutoring for ELLs)*.

PS 19 offers a Student Enrichment Model (SEM) for 4th and 5th graders in internships throughout the school year, where each student, including all the 4th and 5th grade ELLs select a discipline of interest and participate in an eight week internship. All of our ELLs, newcomers and those receiving services for four to six years and more than six years participate in the above mentioned program. Our special education ELLs are evaluated annually and are given the additional support of small classrooms and modified criteria for their grade level. These special ed ELLs receive instruction based on the IEP.

Our largest group of ELLs is our second and third graders, and after analyzing the data from the **NYSESLAT**, we realize that our ELLs need more support in reading and writing. Our Saturday program, *Aprendiendo Lado a Lado*, was initiated in December of 2009, through an ELL Success Grant which focused on raising the literacy levels of ELLs through reading in the native language (Spanish) along with English. This grant allowed us to purchase a technology program, *Award Reading/Writing* for our ELLs. Students, side by side, with their parents are instructed in an interactive reading program based on their independent level of proficiency. Parents and students are also “*Read To*” in their native language (Spanish and Arabic) literature and complete a follow-up art activity based on the text. PS 19 is continuing this Saturday program using our funding from Title III and based on the surveys from parents who participated in this program.

At PS 19, a welcome is always extended to students where our vision recognizes their unique abilities and talents in developing the whole child. We realize that children learn best in a safe, caring environment that values diversity and risk taking. In preparing both parents and children to feel comfortable, safe and secure at our school, we hold a three-day seminar for parents of future kindergarten students to familiarize them with the building and expectations of their child's education. In addition, throughout the school year, our parent coordinator offers school tours which parents can participate in. During this tour, parents and/or students visit classrooms, restrooms, cafeteria, gym, auditorium, library, science, art, music and social studies rooms. They also are shown the office, the parent coordinator's office and the nurse's room. Many times the parents have the opportunity to speak to a teacher or administrator on their tour. PS 19 also has embarked on a new trend, “Community Walks” where the outside community is invited to get a close up look at the rigorous instruction and best practices taking place within the classrooms of PS 19. Our PTA consists of bilingual officers and extends invitations to all parents to participate in their monthly meetings and ongoing school activities.

Professional Development is ongoing throughout the school year at PS 19. All general education teachers and ESL teachers receive continued literacy professional development from staff developers of Teachers' College (25 days), in addition to attending workshops at Teachers' College. The same cohort of teachers attends ESL professional development from our ICI and the Office of English Language. Within our school community, professional development is organized every other month for ½ day sessions on each grade level, which the ESL teachers participate in and offer strategies to be implemented in the classroom for ELL students. Once a month, for one period, the ESL teachers and classroom teachers of ELLs meet for continuing updated information based on data to support ESL instruction. Every day, during 0 period, 15

minutes is set aside for grade level teachers, including ESL and bilingual teachers to meet to deliver pertinent information aligned to the grade. During two non student attendance days, during the school year, ESL teachers deliver professional development (LAB-R, NYSESLAT, language acquisition stages, etc.) to teachers who need to acquire 7.5 hours of training and 10 hours of training for the special ed teachers.

PS 19 welcomes adult learning and parent participation, including parents of ELLs. We are fortunate to have a bilingual (Spanish) parent coordinator who reaches out with workshops throughout the year informing parents of the instructional curriculum that their children are receiving and are required to know. We have adult ESL classes meeting twice a week for parents that want to learn English. In addition, we have an outside agency, the JCC, who services our ELLs and their parents twice a week, helping them with homework and parental tasks and responsibilities. Our Saturday program, *Aprendiendo Lado a Lado*, invites parents to participate and learn alongside their child(ren) in literacy, technology and the arts. The parents who participated in this program completed a survey based on their needs and what they would like more support in. The result was the literacy component, reading in Spanish and English, the technology component, becoming more computer literate and most importantly, they want to learn to write in English and understand what their children are writing. Therefore, during our Saturday program, we will continue with our literacy and technology components, but also include a writing workshop which will assist parents in understanding their child's grade level writing standards.

**Part IV: Assessment Analysis
2009 NYSESLAT Results**

Levels	K	1	2	3	4	5	Total
Beginner	9	2	4	0	4	0	19
Intermediate	2	10	9	5	5	1	32
Advanced	1	11	10	13	8	8	51
Total	12	23	23	18	17	9	102

NYSESLAT Modality Analysis

Modality	Proficiency Level	K	1	2	3	4	5
Listening	B	1	0	0	0	0	0
Speaking	I	6	6	0	0	2	1
	A	3	19	10	6	5	4
	P	2	3	13	11	10	6
Reading	B	10	5	4	0	4	0
Writing	I	1	12	8	5	4	2
	A	1	7	8	11	6	7
	P	0	4	3	1	3	2

NYS ELA (ELLs)

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	11	0	21
4	2	8	5	0	15
5	0	5	4	0	9
NYSAA		1	1		2

NYS Math (ELLs)

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	17	2	21
4	0	4	11	1	16
5	1	2	8	0	11
NYSAA			2		2

NYS Science / Social Studies

Grade	Level 1	Level 2	Level 3	Level 4	Total
4 Science	0	4	12		16
4 NYSAA				2	2
5 Soc Studies	1	6	3		10
NYSAA	0	0	0	0	0

TCRW Assessments (K-3) ELLs

Grades	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	0	3	7			
1	9	8	2			
2	14	9	10			
3	5	9	6			

After analyzing students' results, on the 2009 NYSESLAT, we realized that students show the most progress in the listening and speaking modality. This can be attributed to the fact that social language acquisition happens early in child's life when they are most receptive to language learning. Most of the data compares new entrants in a preproduction stage who are developing their academic skills. It is in the reading and writing modalities that students show the least progress, causing them to remain at the same level over time. With this in mind, in order to improve the reading and writing of these students, further academic interventions are put into place within the classroom:

- Small group instruction
- Individualized conferring
- Pull-out programs
- Extended day
- Extra teacher support
- Award Reading/Writing

Further programs as previously mentioned are implemented to give extra support to ELLs. Support in the form of prewriting activities and cognitively challenging subject matter that develops critical thinking skills will be the focus of future instructions. ELLs need to acquire and learn English language and literacy at the same time. In order to achieve this, the ESL and bilingual programs need to be linguistically and academically rigorous and challenging. The ESL teachers will implement strategies to include text-structure analysis, previewing for prior knowledge, vocabulary introducing and comprehension skills in literacy. The integration of academic language in the content areas and language objectives will further enhance students' language acquisition within the realm of literacy. The ESL teachers will continue to work within the balanced literacy reading/writing workshops, along with the classroom teachers of ELLs to improve classroom instruction and regularly assess individual student progress and plan accordingly. ESL methodologies can be successfully incorporated to deliver differentiated instruction.

PS 19 will utilize the data from the 2009 NYSESLAT and the ELL interim assessments to better address students weaknesses and to further align instruction to strengthen these deficiencies.

Our focus this year will be to provide instruction and programs to build our Level 2 students and Level 3 students through ESL providers collaborating with classroom teachers, professional development for both teachers, small group/differentiated instruction, AIS, after school and Saturday programs and extended day as well as :

- Ongoing assessment to track student's decoding, reading levels, fluency, vocabulary and comprehension skills
- ELA balanced literacy program – Teachers' College Reading and Writing workshop methods

The PS 19's Language Allocation Policy is a systematic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English.

Furthermore, we believe higher student achievement can be fostered by nourishing the mind and body of children through rigorous academic instruction and being open minded to other cultures.

Mary Petrone, Principal
 Joanne Vitiello, Assistant Principal
 Elizabeth Geli, Assistant Principal

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI 31	School The Curtis School PS 19R
Principal Mary Petrone	Assistant Principal Elizabeth Geli/Joanne Vitiell
Coach Mary Sheridan	Coach
Teacher/Subject Area Dina Tornabene/ESL	Guidance Counselor Pamela Rosenfeld
Teacher/Subject Area Mildred Rios/ESL	Parent type here
Teacher/Subject Area Pasqual Felix/ESL	Parent Coordinator Miguel Felix
Related Service Provider	SAF
Network Leader Greg Jaenicke	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	639	Total Number of ELLs	109	ELLs as Share of Total Student Population (%)	17.06%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Total	6	0	6	5	0	5	0	0	0	11
Number of ELLs in a TBE program who are in alternate placement: <u> </u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish			6	5						11
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	6	5	0	0	0	0	0	11

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	7	26	15	16	15				89
Chinese										0
Russian										0
Bengali										0
Urdu		1	1							2
Arabic				2						2
Haitian Creole										0
French			1							1
Korean										0
Punjabi										0
Polish										0
Albanian					1					1
Other		1	1							2

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

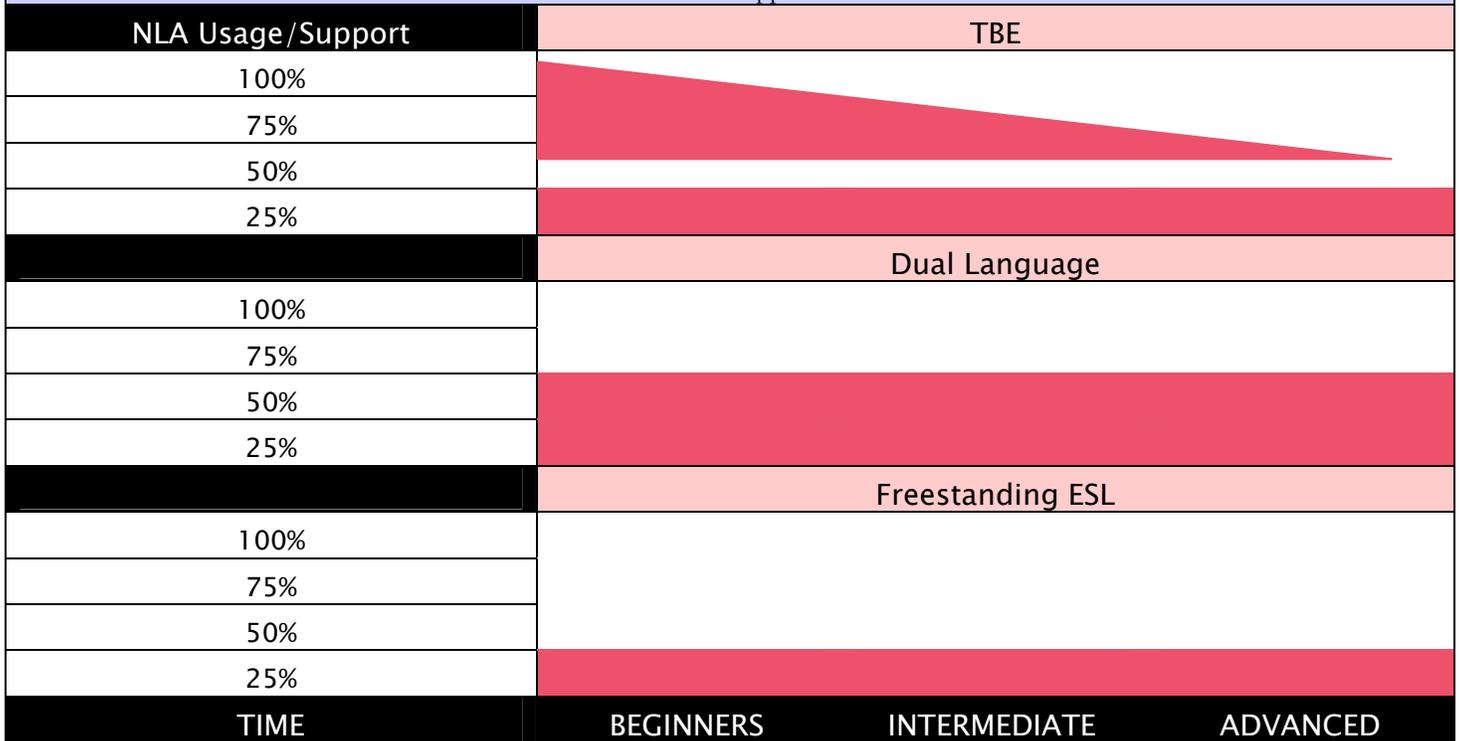
TOTAL	10	9	29	17	17	15	0	0	0	97
--------------	-----------	----------	-----------	-----------	-----------	-----------	----------	----------	----------	-----------

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	9	2	4	0	4	0				19
Intermediate(I)	2	10	9	5	5	1				32
Advanced (A)	1	11	10	13	8	8				43
Total	12	23	23	18	17	1	0	0	0	94

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	1	0	0	0	0	0			
	I	6	6	0	0	2	1			
	A	3	19	10	6	5	4			
	P	2	3	13	11	10	6			
READING / WRITING	B	10	5	4	0	4	0			
	I	1	12	8	5	4	2			
	A	1	7	8	11	6	7			
	P	0	4	3	1	3	2			

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	11	0	21
4	2	8	5	0	15
5	0	5	4	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed		1	1		2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		2		17		2		21
4	0		4		11		1		16
5	1		2		8		0		11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					2				2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		12				16

8									0
NYSAA Bilingual Spe Ed							2		2
NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		6		3				10
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

- B. After reviewing and analyzing the assessment data, answer the following**
- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 - For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 - For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 - Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Geli	Assistant Principal		10/19/09
Miguel Felix	Parent Coordinator		10/19/09
Dina Tornabene	ESL Teacher		10/19/09
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Mary Sheridan	Coach		10/19/09
	Coach		
Pamela Rosenfeld	Guidance Counselor		10/19/09
	School Achievement Facilitator		
Greg Jaenicke	Network Leader		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION)

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - ***The Parent Assurance survey is distributed to parents in their appropriate language(s) within the first 30 days of school.***
 - ***Parent orientation is provided along with a DVD representing program choices in the appropriate language of the families. This orientation is provided four times during the year.***
 - ***Translations are made available, if needed.***

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - ***Analysis of the Parent Assurance survey revealed that all our ESL families requested ESL instruction implemented in the classroom. This information will be reported at the School Leadership meeting.***
 - ***Our bilingual (Spanish) parent coordinator surveys the school population and identifies non-English speaking parents. If the language is other than Spanish, Italian or French, which our ESL teachers speak and translate, the parent coordinator attains documentation through the DOE website in various languages as needed for distribution. Arrangements are also made, through our school community, if an Arabic interpreter is needed.***

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school will provide the following assistance for translations services.

- a. ***School letters and handouts are distributed in various languages either through DOE translation services (1 to 2 days) or translated by school staff (ESL teacher, bilingual para, bilingual parent coordinator (same day)).***
- b. ***PS 19 telephone system offers school information and updates in other languages***

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided in many ways: bilingual security officer, bilingual parent coordinator, bilingual teachers (2) and paras (4) and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Aligned with Chancellors Regulations A-663:

- a. ***The school determines within 30 days of student's enrollment the primary languages spoken by the parent of each student enrolled. The school further determines whether the parent requires language assistance for communication. As per determination, the school provides translation services to those in need.***
- b. ***Data is recorded and maintained in ATS and on students' emergency care.***
- c. ***Parents are given copies of the Bill of Parents Rights and Responsibilities and are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>***

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:	373,428	54,801	428,229
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,734		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		548	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,672		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,740	
6. Enter the anticipated 10% set-aside for Professional Development:	37,343		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,480	

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.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, 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 involvement policy 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.

2. 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 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.

In 2008-2009 in NYSELA exam the performance for all students tested was 70%, an improvement of 24% from 2007-2008. We targeted specific subgroups needing additional support and instruction to close the achievement gap. These subgroups are:

In NYSTP ELA 2008-2009:

- o Black/African: 69% of this subgroup scored at Level 3 and above, an increase of 13% from 2007-2008. In 3rd grade, only 67% of students met Level 3 and above.
- o Special Education: 32% of all special education students at Level 3 and above, an increase of 5% from 2007-2008.
- o Hispanic or Latino: 69% of all Hispanic or Latino students met Level 3 and above, an increase of 6% from 2007-2008.

In NYSTP Math, 93% of all students met Level 3 and above. This was a 7% improvement from 2007-2008.

- o Special Education: Of all students, 78% met Level 3 and above an increase of 25% from 2007-2008.

See page 10 Section IV: Needs Assessment of the Comprehensive Education Plan for further information.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- We will provide opportunities for children to meet the NY State's proficient and advanced levels of student achievement by having ongoing assessment; analyze data; plan and implement data-driven instruction for individual needs to improve the academic achievement of all students.\
- Our inquiry team will focus on moving students in our lowest third for reading and math.
- 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.

Effective methods and instructional strategies by:

We will increase the amount and quality of learning time by:

- Extended day – teacher will provide short term goals in ELA and math specific to student's needs. These goals will be updated three times a year. Students will use extensive resources aside from the core curriculum such as: individualized planning, Acuity, Wilson (language), and Teacher's College Reading and Writing Assessment PRO for ELA and ED Performance Assessment for Math.
- Students will have the opportunity to attend after school programs for review, remediation and enrichment. These programs include Title I test prep, Title III before/after school program, Violence Prevention after school program, Virtual Y after school and the JCC family Literacy Program.
- We will provide an enriched accelerated program through teachers using Renzulli's Learning Program which gives a wide range of tools for differentiating strategies and instruction for all students. The School Enrichment Model (SEM) will provide students with the opportunity to select interest-based internships.
- During day school, classes will receive enrichment in visual arts, music, social studies and physical education cluster modules. In our Core Curriculum areas teachers will provide opportunities for students to advance to higher order thinking and enrichment studies.
- Using the Inquiry Team model, we will have our Teachers continue inquiry work in their classrooms in a yearlong project involving students not only in the lowest third but involving students on all academic levels.

The educational needs of historically underserved population will be met by:

- Small group intervention services such as Leveled Literacy
- At risk SETSS
- Push-in teacher for ESL
- Small group differential instruction in the classroom
- Using technology to provide opportunities for students in remediation, enrichment and differentiation.

To address the needs of all children in the school, in particular, the needs of low academic achieving children and those at risk of not meeting the state academic content standards and are member of our target population.

Assistant principals and Data Inquiry team will monitor the lowest third of incoming 3rd grade student with the identified goal to improve comprehension particularly in nonfiction reading:

- Black or African American 5th grade students for ELA
- Special Ed students for ELA and Math
- English Language Learners for ELA – 5th grade

The teams will meet bimonthly and they will analyze data, recommend instructional resources to be implemented in the classroom. The teams will conduct low inference observations and make decisions regarding students' needs for academic, behavioral and social improvement in these target groups.

3. Instruction by highly qualified staff.

All PS 19 staff are highly qualified as evidenced in our BEDs Survey for 2008-2009.

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.
- All teachers are in receipt of the IEPs for their students with disabilities, this includes cluster/specialty teachers. Teachers are advised to review the IEPs content including any accommodations, adaptations or modifications the student may need. General Education teachers are given professional development regarding the content of IEPs and the implications of instruction.
 - Special education and general education teachers receive the professional development to provide standards-based instruction for all students. The opportunity for communication between general education with service providers and/or special education teachers to review the content of IEPs is provided.
 - All teachers who service students with disabilities have copies of the Individualized Education Programs so therefore, teachers are fully aware of accommodations and/or modifications for classroom environments. If a student needs a behavioral plan, a plan will be completed. Professional Development for teachers in creating a Quality IEP and Educational benefit will be provided throughout the year; all IEPs are reviewed by administration.
 - Training for teachers in writing IEPs is ongoing, specifically to write a quality IEP with evidence of educational benefit of goals that match student needs and grade level state-standards.
 - Support from Integrated Service Center Special Education Team, PS 19's LSO and Central is ongoing and continues. If specific support is needed, it is requested.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Interview process ongoing throughout the year, review of resumes, portfolios and demonstration lessons.

6. Strategies to increase parental involvement through means such as family literacy services.

1. PS 19 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - In an annual meeting of the School Leadership Team, the Title I Parent Involvement Policy and School Parent Compact will be addressed.
 - The Title I Parent School Representative and Parent Coordinator will make this information available at a general PTA meeting during the school year.
 - The Title I information sessions and policies will be available in English and Spanish.
 - The School Leadership Team will generate conversations and work together on suggestions to include for opportunities for Parent Involvement.
2. PS 19 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Outreach for parents to meet with Quality Reviewer to give feedback on school review
 - Send each parent notification to complete and return Parent Survey generated for Annual School Report Card Grade.
 - PS 19 School Leadership Team will represent parent constituencies on concerns and suggestions for programming review and resources.
 - PS 19 will disseminate information about school review and school report card and Quality Review at least one time per year during PTA meeting and during Leadership Team Meeting.
3. PS 19 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - A minimum of 10 parent/information sessions will be offered to parents/guardians during the school year, all with translation service available.
4. PS 19 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in a variety of programs:
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.

Parent Coordinator will conduct a series of workshops for incoming kindergarten students. Alphabet Readiness and Reading, Math Readiness and Reading and Social Adjustment.

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.

Goal Number 1	As principal I will put in processes to consistently gather, generate and analyze information on student outcomes and use this information to monitor student progress. After conducting our needs assessment, the SLT found that there were students in all grades that have underperformed in ELA TC Benchmarks. As a result we have made progress for all students to advance in reading levels a priority.
Goal	Describe your goal. To increase achievement in literacy for the Inquiry Team Targeted students through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By June 2010, 40% of all students will demonstrate progress toward meeting grade level benchmarks in reading by advancing 1 reading level according to Teachers College assessments.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Each grade will select a literacy topic that, through TC data, reveals a need for gradewide improvement. Teachers will meet 1x a month in collegial inquiry teams to select and replicate strategies to see which strategies are most effective. They will use these strategies at the same time during extended day. Assessment data will reveal which strategy was most successful. The following bullets are an example of such an activity. Each grade selects a topic of concern and replicates the following for CORE Inquiry Group (20 – 3 rd grade students): <ul style="list-style-type: none"> • Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses. • ELA would be our targeted area. Comprehension might be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the targeted students to higher achievement. • The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st. • We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009. • The Scantron test will be administered in June 2009 for a baseline and will be measured at intervals throughout the year.. • Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student prior to the end of October 2009. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them. The mentor will keep in communication with them during the school year regarding their goal assignment. Partnerships with Wagner College students to work with each student in this focus group. • These 20 targeted students will receive another Literacy Scantron test. • This Scantron test will be analyzed. We will look for common deficiencies in the 20 students. • These 20 students will be in extended day groups with a focus on meeting deficiencies in Scantron results.

	<ul style="list-style-type: none"> In October 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise “next steps” for targeted goals. <p>High priority for our 2009-2010 Inquiry Team work will feature:</p> <ul style="list-style-type: none"> Adopted mentors and a creation of a variety of activities for their targeted students More communication with classroom teachers by both the adopted mentors and the core Inquiry Team members Input into the change of classroom environment and the change of resources made available for targeted students More home connections
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> Pre and post tests of Scantron Ed. Performance Series for Targeted Students Written goals for Targeted students created and delivered through extended day Increase in TC Reading levels throughout the year 4. Students will have higher results on questions on TC Assessments using Running Records that access the Comprehension

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.

Goal Number 4	Teachers plan and teach lessons that are differentiated to meet the needs of students and student grouping while still being aligned to state standards.
Goal	<p>Describe your goal.</p> <p>Teachers plan and teach lessons that are differentiated to meet the needs of students with disabilities. These strategies will be replicated in general education classrooms.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 65% of our students who have modified promotional criteria will meet or exceed their ELA and Math standard promotional criteria. After conducting our needs assessment, the SLT found that we need to provide differentiated small group instruction in order for students with IEPs to meet modified promotion criteria.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> October '09 - Teachers will assess students and then review grade level performance indicators and then make a plan of indicators teachers target for students to master. Teachers will then set benchmark dates 3x a year to review and monitor that students will meet their promotional criteria. Teachers will plan guided reading/strategy and small group, differentiated instruction and activities that will support performance indicators in ELA and math. These lessons and activities will be customized for students needs and learning styles and will be planned 3x a week for instruction. Teachers will utilize a variety of programs that support these goals such as Guided Reading and Strategy Support group: Wilson Learning, Words their Way; Acuity/ARIS, Time for Kids, SRA, Larsen's Math, Everyday Math differentiated activities.

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Promotion Standards as identified on page 9 of the IEP • Results from Performance Indicators aligned for each grade in both reading and math with supporting material (student work, tests, writing samples, etc.)
-----------------	---

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.

PS 19 offers both students and parents/guardians, services, including programs supported under NCLB (pending funding):

- a. Violence Prevention Grant – Terrific Tuesday Afterschool/Theatre, Ballroom Dancing, Games (100 Students)
- b. Family Literacy Program – ELL parents offered GED and Language Support through Child/Parent Workshops
- c. Virtual Y – 150 students

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Part A: School Parental Involvement Policy

I. General Expectations

PS 19 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent (ex. GED, ESL, teachers for such)
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

5. PS 19 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - In an annual meeting of the School Leadership Team, the Title I Parent Involvement Policy and School Parent Compact will be addressed.

- The Title I Parent School Representative and Parent Coordinator will make this information available at a general PTA meeting during the school year.
 - The Title I information sessions and policies will be available in English and Spanish.
 - The School Leadership Team will generate conversations and work together on suggestions to include for opportunities for Parent Involvement.
6. PS 19 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
- Outreach for parents to meet with Quality Reviewer to give feedback on school review
 - Send each parent notification to complete and return Parent Survey generated for Annual School Report Card Grade.
 - PS 19 School Leadership Team will represent parent constituencies on concerns and suggestions for programming review and resources.
 - PS 19 will disseminate information about school review and school report card and Quality Review at least one time per year during PTA meeting and during Leadership Team Meeting.
7. PS 19 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - A minimum of 10 parent/information sessions will be offered to parents/guardians during the school year, all with translation service available.
8. PS 19 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in a variety of programs:
9. PS 19 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):
- The Parent Coordinator of PS 19 will conduct an annual evaluation of the content and effectiveness of this Parent Involvement Policy in improving school quality.
 - The Parent Coordinator of PS 19 will hold an annual meeting with parents to go over the Parent Involvement Policy. The purpose of this meeting is to secure findings which are possible reasons that prevent greater participation of parental involvement and suggestions that might improve parental involvement.
 - The parents will generate lists of suggestions that the Parent Coordinator will submit to the Title I Parent Representative.
 - The PS 19 Title I Parent Representative will bring these suggestions to the PS 19 School Leadership Team for inclusion in the Parent Involvement Policy and Compact.

10. PS 19 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Parent Coordinator and Title I Parent Liaison of PS 19 will conduct annual workshops on the State's academic standards and the State's student academic achievement standards.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Monthly Parent Coordinator Workshops and periodic annual sessions presented by representatives of the Instructional Team.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Faculty Conferences and School Issued Memos to Staff will address this communication training for teachers.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with community agencies.
 - e. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- PS 19 will train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implement model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our Title I Subcommittee of the PTA. This policy was adopted by the Leadership Team of PS 19 on 6/11/07 and will be in effect for the period of 2 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2007. (Attachment 6)

Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

PS 19, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

PS 19 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and again in Spring.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways. They include but are not limited to:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Making sure child reads regularly
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Providing healthy nutrition and physical activities for my child.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

_____ _____ _____
SCHOOL **PARENT(S)** **STUDENT**

_____ _____ _____
DATE **DATE** **DATE**

(Please note that signatures are not required)

SCHOOL-PARENT COMPACT

Public School 19 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

General Expectations

Public School 19 agrees to implement the following statutory requirements:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - To conduct an annual meeting of Title I parents to inform them of the Title I program and the expectation that they will be involved.
 - To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
 - To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
 - To provide parents with timely information on programs.
 - To provide performance profiles and individual student assessment results for each child and other school district information.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Conferences will be held in both Fall 2009 and Spring 2010.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - To assure parents that they may participate in appropriate development activities, literacy, workshops on reading strategies, family math, parents and partners in reading.
 - To provide parents of related services, Academic Intervention Services and Enrichment Programs available to meet their child's needs

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - To provide for effective parent-school communications by giving sufficient notice to parent-teacher conferences, and frequent reports to parents, reasonable means to speak with staff.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - To provide the parents varied opportunities to volunteer and participate in their child's classroom activities through the PTA, Parent Coordinator, and teacher
 - To visit school during open school week and curriculum conferences.

P.S. 19 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P.S. 19 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

- notify parents of the school's participation in Title I, Title III, Family Literacy Programs, GED or Adult ESL Programs operating with the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

1. Provide an annual meeting for parents of participating students by:

Our annual introduction meeting will be held in on September 2008. At this meeting we inform parents and teachers of the program goals and objectives and ask for their involvement and input in the program. We designate a Title 1 Parent Liaison, Sylvia Jimenez, to represent P.S. 19 on the Title 1 Parent Advisory Committee.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;

- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school’s/class’ rules of conduct;
- follow the school’s dress code;
- ask for help when we don’t understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attached documents. This policy was adopted by the school leadership team of PS 19 and the Title I Parent Committee on September 22, 2009 for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

SIGNATURES:

Mary Petrone _____

Principal

Date

Student Name N/A _____

Date

Parent’s Name _____

(Title I Representative)

Date

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**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)*² 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.
- **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

² 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.

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.

We reviewed, analyzed and responded to soft and hard data trends as evidenced in differentiated activity documentation and Item Skills Evidence gleaned from Predictives, Unit Tests and ELA tests.

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?

Reading and writing skills will continue to be a major focus of our efforts into all curriculum areas. Performance standards in English Language Arts will continue to be emphasized. Teacher will differentiate special programs that increase reading and writing skills and develop a love for reading. Our continued partnership with Teachers College Reading/Writing Workshop will be our central focus. Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. The school's literacy coach will visit classrooms to demonstrate lessons and provide assistance to students and teachers. Intervisitations will also be planned. On-site part time TC Staff Developer will be retained and a calendar of Professional Development opportunities and parent workshops in Professional Development for every adult member of our School Community will be provided to emphasize our school initiatives. Parent involvement and training will focus on enhancing our students reading and writing skills, particularly our subgroups.

The standards are as follows:

Grades K-2

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Key Idea: Listening & Reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<ul style="list-style-type: none"> gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> Students will read related books in theme-based centers with a variety of types of texts, including narrative and expository, for information and understanding Students will listen to texts around a class theme or topic in read aloud and shared reading, including graphs, charts, and diagrams <p><u>Looking Closely: Observing, Listing, and Labeling Like a Scientist, All-About Writing, All-About Books in Science</u></p> <ul style="list-style-type: none"> Students will talk with partners about what they learned from primary sources (e.g. the leaf collection) Writers gather information from a variety of sources, including family and friends Students write books about all they have learned including facts, and their thoughts about the facts 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> Readers read a wide variety of informational text genres and learn to jot ideas as they read both the text and all graphics Students talk across all their findings with their partner to expand and elaborate on the information they have gathered Students interpret this information by forming ideas from the information they gathered and continue to read to add onto their idea &/or revise their ideas <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> Students learn to gather information to grow and support their ideas Students learn to interpret the information by drawing conclusions, making connections between the pieces of information they gather, and determining the importance of the various pieces of information they collect and how that relates to their bigger idea Students create simple graphics to elaborate or explain the information in their writing
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> Readers use big ideas to help them read and post-it their books (e.g. animal babies are like human babies) Partners talk about how their books are the same and different <p><u>Looking Closely: Observing, listing, and labeling like a Scientist, All-About Writing, All-About Books in Science</u></p> <ul style="list-style-type: none"> In read aloud students will listen for information that can 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> Readers use big ideas to help them read and post-it their books (e.g. the cactus has special traits that help it live in the desert.) Partners talk about how their books are the same and different In read aloud students will listen for information that can be used in their own writing Readers read across several texts on a personally selected topic jotting the information they find that informs the big ideas they are

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
	<p>be used in their own writing</p> <ul style="list-style-type: none"> • Students determine importance by selecting the information that matches the heading of their books • Students create compare and contrast pages in their books using information from different texts 	<p>looking for when reading</p> <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> • Students determine importance by selecting the information that matches the heading of their books • Students create, compare and contrast pages in their books using information from different texts • Students engage in a personal exploration of a topic, reading across many texts and gathering information to support their big idea
<ul style="list-style-type: none"> • select and use strategies that have been taught for note taking, organizing, and categorizing information 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> • Students use post-its to collect information <p><u>Looking Closely: Observing, Listing, and Labeling Like a Scientist, All-About Writing, All-About Books in Science</u></p> <ul style="list-style-type: none"> • Students will collect, sort and name objects from a class collection (e.g. leaves) • Students will create texts with chapter heading and tables of content to organize information about personal expertise • Students will create texts with chapter headings and tables of content to organize information about a science topic 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> • Students use post-its to collect information • Students organize their jottings into simple charts or category groupings to grow new ideas <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> • Writers learn to use a note taking pad to gather and organize the information they collect • Students learn to organize the information they have gathered into categories that they create • Students will create texts with chapter headings and tables of content to organize information about personal expertise • Students learn to label the graphics they create (e.g. parts of, features, etc.) and to write captions for them
<ul style="list-style-type: none"> • ask specific questions to clarify and extend meaning 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> • Students will ask questions before reading (e.g. ‘What do I already know about this topic?’) • During reading (e.g. ‘What am I learning?’) • After reading (e.g. ‘How does what I read fit with what I know?’) <p><u>Looking Closely: Observing, Listing, and Labeling Like a Scientist, All-About Writing, All-About Books in Science</u></p> <ul style="list-style-type: none"> • Students record observations and extend thinking with questions (e.g. ‘I see the leaf. Why is it red?’) • Partners will read each other’s writing and ask clarifying questions (e.g. ‘What does this part mean?’) • Students will ask questions and try to elaborate by saying “maybe....” 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> • Students will ask questions before reading (e.g. ‘What do I already know about this topic?’) • During reading (e.g. ‘What am I learning?’) • After reading (e.g. ‘How does what I read fit with what I know?’) <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> • Students record observations and extend thinking with questions, (e.g. ‘The cactus has spikes. What are they used for?’) • Partners will read each other’s writing and ask clarifying questions (e.g. ‘What does this part mean?’) • Students will ask questions and try to elaborate by saying ‘maybe....’

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> • Students will activate prior knowledge by asking what is the same about this topic and themselves, what is different? (e.g. ‘What is the same about this family and my family?’) • Students use the picture and first letters to figure out tricky words • Students will figure out new/hard vocabulary by studying the pictures and thinking: ‘What would make sense?’ • <p><u>Looking Closely: Observing, Listing, and Labeling Like a Scientist, All About Writing, All About Books in Science</u></p> <ul style="list-style-type: none"> • Students will write books about a class topic using what they know about letters and sounds • Partners will teach each other new words about their areas of expertise through talk • Writers use vocabulary they have learned through their nonfiction reading 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> • Students will activate prior knowledge by asking what is the same about this topic and themselves, what is different? (e.g. ‘What is the same about this family and my family?’) • Students use the pictures, initial syllables, and endings to figure out tricky words • Students will figure out new/hard vocabulary by studying the pictures and the meaning of surrounding words and thinking: ‘What would make sense?’ <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> • Students will write books about a class topic using what they know about letters and sounds • Partners will teach each other new words about their areas of expertise through talk • Writers use vocabulary they have learned through their nonfiction reading
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	<p><u>Readers Learn Information About the World Through Their Books in Theme Based Reading Clubs</u></p> <ul style="list-style-type: none"> • Students use the picture to support ideas they have about a topic <p><u>Looking Closely: Observing, Listing, and Labeling Like a Scientist, All About Writing, All About Books in Science</u></p> <ul style="list-style-type: none"> • Students label pictures to teach more • Students draw pictures that teach information 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects</u></p> <ul style="list-style-type: none"> • Students use the pictures, charts and any other graphics to support ideas they have about a topic • Students use the sub-headings as markers in the text and challenge themselves to infer an idea from the information they learn in each section by saying, “I learned... and this makes me think. ...” • Students use the new vocabulary they encounter in their text both when talking about what they have learned and when talking about what this new learning makes them think about the topic they are studying. <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area</u></p> <ul style="list-style-type: none"> • Students label pictures to teach more • Students draw pictures that teach information

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Key Idea: Listening & Reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<p>During read aloud and shared reading, children are exposed to a variety of different genres. Students read, write, discuss, and listen to a variety of genres throughout the readers and writers workshops as well.</p>	<p><u>Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> • Readers read across multiple genres of fiction during independent reading, read aloud, shared reading and guided reading <p><u>Launching Small Moments, Writing for Readers, Authors as Mentors, Realistic Fiction, Poetry, Revision and Assessment, Fairy Tales</u></p> <ul style="list-style-type: none"> • Writers write in multiple genres including personal narrative, realistic fiction, narrative poetry and fairy tales
<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid comprehension 	<p><u>Readers Explore the Exciting World of Books, Emergent Story Books, Readers Use Their Powers, Readers Use All They Know, Readers Are Story Detectives, Character Clubs</u></p> <ul style="list-style-type: none"> • Readers learn that many stories follow a problem/solution pattern. They use this structure to guide their comprehension as they find the problem and solution in the read aloud book • Readers learn to rely on the patterned text of their books and use that pattern and pictures to aid comprehension and word recognition <p><u>How-To Books, All-About Writing, Looking Closely: Observing, Labeling and Listing Like Scientists</u></p> <ul style="list-style-type: none"> • Writing predictable pattern books, writing with elaboration on each page in the predictable pattern 	<p><u>Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> • Readers learn to read to find the problem of the story and how the character deals with the problem • Readers learn the specific features of the genre they are reading (e.g. In fiction books, characters talk for themselves and we follow what they say to each other—reading dialogue) • Readers learn to recognize patterns in the text of their books (repeated words or structures) and to pay special attention to what these parts mean in the story <p><u>Launching Small Moments, Writing for Readers, Authors as Mentors, Realistic Fiction, Poetry, Revision and Assessment, Fairy Tales</u></p> <ul style="list-style-type: none"> • Writers learn the specific features of the genre they are writing (e.g. In fairy tales, things come in sets of three)

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<ul style="list-style-type: none"> understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<p><u>Readers Explore the Exciting World of Books, Emergent Story Books, Readers Use Their Powers, Readers Use All They Know, Readers Are Story Detectives, Character Clubs</u></p> <ul style="list-style-type: none"> Students learn to hold onto character names, follow the actions of the main character (usually the basis of the plot in most early reading books), identify the place and time of the story and possibly track changes in setting, and identify the big idea or lesson their characters learn (theme) Students talk with their partner and in large group across several shared texts to find patterns in characters, plot, setting and theme <p><u>Telling and Writing Stories, Small moments, Writing for Readers</u></p> <ul style="list-style-type: none"> Students learn to include some elements of setting either in text or drawings, develop their characters by slowing down the action, write a sequenced series of events, weave tension into their stories, and reveal their message or theme (often it is a direct reveal) Students learn to use mentor texts to find moves they wish to try in their own writing 	<p><u>Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> Students learn to hold onto character names, follow the actions of the main character (usually the basis of the plot in most early reading books), identify the place and time of the story and possibly track changes in setting, begin to develop a sense of narration as to outside narrator or character within the story, and identify the big idea or lesson their characters learn (theme) Students talk with their partner and in large group across several shared texts to find patterns in characters, plot, setting and theme <p><u>Launching Small Moments, Writing for Readers, Authors as Mentors, Realistic Fiction, Poetry, Revision and Assessment, Fairy Tales</u></p> <ul style="list-style-type: none"> Students learn to include some elements of setting either in text or drawings, develop their characters by slowing down the action, write a sequenced series of events, weave tension into their stories, and reveal their message or theme (often it is a direct reveal) Students learn to use mentor texts to find moves they wish to try in their own writing
<ul style="list-style-type: none"> use inference and deduction to understand the text 	<p>All units touch upon this, but a few units really highlight this standard...</p> <p><u>Readers Get to Know the Characters in Their Books and Talk About Them with Others</u></p> <ul style="list-style-type: none"> Students study pictures to grow ideas about characters and share ideas with partners 	<p><u>Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> Students learn to use the pictures and characters' actions to infer what their characters are thinking and feeling Students learn to accumulate the thoughts, feelings and actions of their characters to deduce character motivation Students learn to move between the words and the text to deduce the meaning of new words <p><u>Launching Small Moments, Writing for Readers, Authors as Mentors, Realistic Fiction, Poetry, Revision and Assessment, Fairy Tales</u></p> <ul style="list-style-type: none"> Students learn to construct stories that allow their reader to infer their meaning through the use of show don't tell. Often they begin this through their drawings and then move into showing the same using their words
<ul style="list-style-type: none"> read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<p>All units touch upon this, but a few units really highlight this standard...</p> <p><u>Readers Have Lots of Strategies to Figure Out Words and They are Eager to Take on New Challenges</u></p> <ul style="list-style-type: none"> Students use sources of information to read leveled books <p><u>Readers Are Story Detectives and Use the Patterns in Their Books to Figure Out Their Stories</u></p>	<p><u>Tackling Trouble, Readers Use All They Know to Figure Out Words and Clear Up Confusing Parts, Readers Are Brave and Resourceful, Take Charge of Their Own Reading, They Tackle Tough Parts of Texts</u></p> <p>This work is done in all units, but these units really highlight this standard...</p> <ul style="list-style-type: none"> Students study patterns and use them to figure out tricky words and determine what the book is about Students use sources of information to read leveled books

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
	<ul style="list-style-type: none"> • Students study patterns and use them to figure out tricky words and determine what the book is about <p data-bbox="384 240 1016 293"><u>Readers are Brave and Resourceful When They Encounter Hard Words and Tricky Parts of Their Books</u></p> <ul style="list-style-type: none"> • Students reread to fix up mistakes and build fluency 	<ul style="list-style-type: none"> • Students reread to fix up mistakes and build fluency • Students practice oral reading with their partner, in small groups and in shared reading
<ul style="list-style-type: none"> • evaluate literary merit 	<p>Throughout all units students evaluate literary merit on both a personal level with their own response to the text, and on an academic level in talking with their partner, or in whole class conversation discussing the meaning/message of read aloud texts and their own judgments about the message/ideas offered by the author.</p>	<p>Throughout all units students evaluate literary merit on both a personal level with their own response to the text and on an academic level, in talking with their partner, or in whole class conversation discussing the meaning/message of read aloud texts and their own judgments about the message/ideas offered by the author.</p>

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Key Idea: Listening & Reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	<p>All units touch upon this, but a few units really highlight this standard...</p> <p><u>Readers Read, Think, And Talk About Emergent Story Books</u></p> <ul style="list-style-type: none"> • Readers form opinions about all varieties of genres during their talk with their partner and through read aloud <p><u>Readers are Story Detectives</u></p> <ul style="list-style-type: none"> • Readers form opinions about their fiction text (multiple fiction genres) both from their independent reading and through the read aloud <p><u>Readers Get to Know the Characters in Their Books</u></p> <ul style="list-style-type: none"> • Readers form opinions about characters, the story and the idea conveyed in the story <p><u>Readers Learn Information About the World Through Their Books</u></p> <ul style="list-style-type: none"> • Readers form opinions about their information books (multiple genres of nonfiction). They discuss these opinions with partners to grow new ideas. 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects, Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> • Readers form opinions about all varieties of genres during their talk with their partner and through read aloud • Readers form opinions about their fiction text (multiple fiction genres) both from their independent reading and through the read aloud • Readers form opinions about characters, the story and the idea conveyed in the story • Readers form opinions about their information books (multiple genres of nonfiction) • Readers discuss these opinions with partners to grow new ideas
<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	<p>In all fiction and nonfiction units, children learn to choose their reading books using the pictures, the cover and a quick read of a couple pages to determine if this is the type of text that appeals to them.</p> <p>Through the read aloud and discussion with partners about independent books, students share their ideas about the quality of the books they are reading. They may talk across several books to ascertain the dependability of what they are reading, noticing that several of their texts all assert a particular claim, whereas another text may offer a different claim.</p>	<p>In all fiction and nonfiction units, children learn to choose their reading books using the pictures, the cover and a quick read of a couple pages to determine if this is the type of text that appeals to them.</p> <p>Through the read aloud and discussion with partners about independent books, students share their ideas about the quality of the books they are reading. They may talk across several books to ascertain the dependability of what they are reading, noticing that several of their texts all assert a particular claim, whereas another text may offer a different claim.</p>
<ul style="list-style-type: none"> • recognize that the criteria that one uses 	<p><u>Readers Get to Know Characters</u></p> <ul style="list-style-type: none"> • Readers make inferences based on the pictures in text, 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects, Readers Build Good Habits, Meeting Characters in Books,</u></p>

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1 st and 2 nd Grade
<p>to analyze and evaluate anything depend on one’s point of view and purpose for the analysis</p>	<p>share their inferences with each other and note the multiple inferences created by the group based on personal connections and experiences</p> <p><u>Readers Learn Information About the World</u></p> <ul style="list-style-type: none"> • Readers choose topics to study, and they develop an expertise on that topic • Students create criteria to guide their learning based upon the purpose of their study (eg. A study of the kinds of pythons will necessitate criteria noting size, color, physical features, etc.) <p><u>Telling and Writing Stories and Small Moments</u></p> <ul style="list-style-type: none"> • Children begin to develop an understanding of point of view by writing stories from their lives, written from their point of view, and begin to layer in their own thoughts about these moments – their own thoughts may be revealed either through the pictures they draw and/or the words they write 	<p><u>Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as we read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> • Readers make inferences based on the pictures in text, share their inferences with each other and note the multiple inferences created by the group based on personal connections and experiences • Readers choose topics to study, and they develop an expertise on that topic • Students create their criteria to guide their learning based upon the purpose of their study. (e.g. A study of the kinds of pythons will necessitate criteria noting size, color, physical features, etc.) <p><u>Writing to Learn and Teach About a Topic of Personal Expertise, Writing to Grow Ideas, How-To Books, All-About Books, Persuasive Letters, Expert Projects in a Content Area, Launching Small Moments, Writing for Readers, Authors as Mentors, Realistic Fiction, Poetry, Revision and Assessment, Fairy Tales</u></p> <ul style="list-style-type: none"> • Children begin to develop an understanding of point of view by writing stories from their lives, written from their point of view and begin to layer in their own thoughts about these moments – their own thoughts may be revealed either through the pictures they draw &/or the words they write • Children learn to write informational texts by choosing a focus or point of view and gathering information to elaborate upon it
<ul style="list-style-type: none"> • evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully 	<p><u>Readers Learn Information About the World, Readers Are Story Detectives, Readers Get to Know the Characters in Their Books</u></p> <ul style="list-style-type: none"> • Readers set expectations, predict what they will find in a text, and revise their expectations as they continue to read and encounter information that challenges their expectations. • Students learn to distinguish between facts about a subject and opinions offered by the author 	<p><u>Nonfiction Reading, Readers Can Read About Science Topics, Reading About Science, Independent Projects, Readers Build Good Habits, Meeting Characters in Books, Readers Study Characters to Talk Well About and Perform Their Stories, Character Clubs, Independent Projects, Characters Go on Journeys, Readers Practically Become the Characters as We Read, Readers Deepen Their Understanding of Books</u></p> <ul style="list-style-type: none"> • Readers set expectations, predict what they will find in a text, and revise their expectations as they continue to read and encounter information that challenges their expectations • Students learn to distinguish between facts about a subject and opinions offered by the author

STANDARD 4

Students will read, write, listen, and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Key Idea: Listening & Speaking Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

ELEMENTARY	TCRWP Units Supporting This Standard – Kindergarten	TCRWP Units Supporting This Standard – 1st and 2nd Grade
<ul style="list-style-type: none">• listen attentively and recognize when it is appropriate for them to speak	<ul style="list-style-type: none">• Children learn many structures for attentive listening and determining moments which are appropriate for speaking• Children learn to listen intently with open minds during the minilesson and during the read aloud• Children learn that partner talk time and whole class conversation are appropriate moments for student talk	<ul style="list-style-type: none">• Children learn many structures for attentive listening and determining moments which are appropriate for speaking.• Children learn to listen intently with open minds during the minilesson and during the read aloud• Children learn that partner talk time and whole class conversation are appropriate moments for student talk
<ul style="list-style-type: none">• take turns speaking and respond to others’ ideas in conversations on familiar topics	<ul style="list-style-type: none">• Children learn specific strategies to share the talk time with their partner (avoiding one partner monopolizing the talk)• Children learn specific strategies to sustain their talk to fill the whole talk time	<ul style="list-style-type: none">• Children learn specific strategies to share the talk time with their partner (avoiding one partner monopolizing the talk)• Children learn specific strategies to sustain their talk to fill the whole talk time
<ul style="list-style-type: none">• recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	<ul style="list-style-type: none">• Children learn that during interactive read aloud they listen intently during the reading and engage in thoughtful conversation with their partner during the turn and talk times• Children learn to speak softly during a one-on-one conference or in small group, and learn specific strategies for communicating their personal learning agenda• Children learn to take turns during large group conversation• Children learn to invite others to add onto a line of thought being developed by the group, they also learn to connect the idea they share to the idea that preceded their talking	<ul style="list-style-type: none">• Children learn that during interactive read aloud they listen intently during the reading and engage in thoughtful conversation with their partner during the turn and talk times• Children learn to speak softly during a one-on-one conference or in small group, and learn specific strategies for communicating their personal learning agenda• Children learn to take turns during large group conversation• Children learn to invite others to add onto a line of thought being developed by the group, and to connect the idea they share to the idea that preceded their talking

Grades 3-5

STANDARD 1

Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Key Idea: Listening & Reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

ELEMENTARY	TCRWP Units That Support This Standard – 3-5 Work
<ul style="list-style-type: none"> • gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p>The Nonfiction Reading Unit, and the Content Area Reading Unit teach students to gather and interpret information (attending to details, determining importance, accumulating text across a piece and across several texts and synthesizing information) from multiple genres of nonfiction and to teach strategies for understanding and interpreting all text features, including graphics and text structure.</p>
<ul style="list-style-type: none"> • select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p>The Nonfiction Reading Unit, and the Content Area Reading Unit teach students to set a purpose and plan for their reading, select texts to facilitate their inquiry, use jottings to track their learning across texts, and use their notebooks for extending their ideas in writing.</p>
<ul style="list-style-type: none"> • select and use strategies that have been taught for notetaking, organizing, and categorizing information 	<p>All of our units support students in jotting while reading and jotting in multiple ways (capturing ideas, reactions, questions, vocabulary, visualizations, predictions, etc.). Throughout each unit students use these jottings to grow deeper ideas through partner talk, club talk, whole class conversation, and writing. Some pieces of work included in this area are post-it’s to theory charts, main idea and supports (boxes and bullets), organizing evidence for personal essay and literary essay.</p>
<ul style="list-style-type: none"> • ask specific questions to clarify and extend meaning 	<p>All of our units foster students questioning the text and using those questions to fuel their continued reading for discovery. Some of the work we do to support this includes: jotting questions as we read, reading on and going back to answer our questions and pushing ourselves to grow deeper meaning; bringing student initiated questions to partner talk and book club talk for discussion, followed by writing to grow new thinking, and using a set of self-selected questions to ask ourselves as writers to elaborate the meaning and effectively reach the intended audience.</p>
<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	<p>All units reinforce and lift student’s use of reviewing the knowledge they bring to both fiction and nonfiction texts (naming what they know, previewing the text for expectations of what they will explore/learn, reading to revise our thinking, pausing to name our new learning). In our reading units, writing units and word work, students learn explicit strategies for using context clues when reading, and for writing context clues for technical/sophisticated vocabulary they use in their own writing. Students explore letter/sound relationships during word study, individual conferences, small groups, shared writing and guided reading.</p>
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	<p>In the Nonfiction Unit and the Content Area Unit, students learn to infer ideas by looking closely at details in the text, using all graphics on the page, and using the organizational structure of the text (including titles, sub-titles, bolded text, italicized text, captions, etc.). In all of our Essay Units, students learn to support their inferences using evidence from texts, using the vocabulary appropriate to their subject, genre and audience, and learn to purposefully choose a structure from multiple ways of organizing their essays.</p>

STANDARD 2

Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Key Idea: Listening & Reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

ELEMENTARY	TCRWP Units That Support This Standard – 3-5 Work
<ul style="list-style-type: none">• read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	In all units students read and write in many different genres. Students have access to classroom libraries brimming with picture books, children’s magazines, folk tales, fables, myths, legends, songs and plays. Students read many types of fiction and nonfiction. Students also write in many different genres of writing throughout the year (personal narrative, personal essay, literary essay, realistic fiction, fantasy, historical fiction, mystery, informational books, and poetry). In the final unit on independent writing, students can select the kind of writing they want to make after learning about all the various types of genre.
<ul style="list-style-type: none">• recognize some features that distinguish the genres and use those features to aid comprehension	In all units readers bring their knowledge of how a book goes when reading. That is to say, they learn to pay attention to text features when reading for information. They learn to pay attention to characteristics of a biography when reading biography. They know how a story goes with characters introduced at the beginning, following the problem as it grows, attending to the strengths of the character that aid in addressing the problem, attending to the obstacles the character must overcome, using the actions and qualities of the character to make predictions and attending to the climax and resolution and determining the larger ideas presented in their text.
<ul style="list-style-type: none">• understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives	The Character Unit, all Book Club Units, the Interpretation Unit, and the Reading Projects Unit all develop a students understanding and use of literary elements when reading. Students learn to use setting to understand characters, determine mood and ascertain the tone of the text. Students learn to follow the main plot to understand events surrounding the main character and the sub-plots to (frequently) reveal character relationships and/or secondary characters. Students learn to hold tightly to their characters to develop a deeper understanding of the text. They use character actions, dialogue and inner thought to create inferences about character traits, feelings, and motivations. These inferences lead students to create theories about the big ideas and themes that they find in their texts. Students look closely at point of view to determine the bias or particular bent of the narrator of their story. During discussions students explore how the story might go if the point of view where changed, and what that reveals about the text they are reading. In the Personal Narrative Units and all Fiction Units, students learn to incorporate all literary elements into their writing. They use setting to reveal the tone and mood. They learn to show not tell to develop their characters by using action, dialogue and inner thinking. They set a clear purpose and intent in their writing to reveal the meaning they wish to communicate. They learn to sequence a string of events for their character, building in intensity and tension, and crafting a climax and solution to elucidate their meaning and intent.
<ul style="list-style-type: none">• use inference and deduction to understand the text	In the fiction units, students learn to track their inferences across the story, across several books in a series and/or several books of similar theme or genre and develop a theory from them about the larger meaning of the story, predictable structures in this series or genre, and implications for our own lives.
<ul style="list-style-type: none">• read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	Oral reading is supported in word work, conferences, small group, guided reading, and some large group shared reading. Fluency is supported with choral reading during shared reading; small group and/or individual conferences on phrasing, decoding, intonation and paired oral reading.
<ul style="list-style-type: none">• evaluate literary merit	Throughout all units students evaluate literary merit on both a personal level with their own response to the text and on an academic level in talking with their partner, or in whole class conversations discussing the meaning/message of read aloud texts and their own judgments about the message/ideas offered by the author.

STANDARD 3

Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Key Idea: Listening & Reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

ELEMENTARY	TCRWP Units That Support This Standard – 3-5 Work
<ul style="list-style-type: none">• read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	Throughout all reading units students are taught to use strategies of inference and interpretation to grow ideas about characters and topics, and to use prior knowledge to build on their thoughts about their current reading and research. In the Nonfiction Unit, students are taught to use evidence to support or oppose the author’s argument, and in book clubs students are taught to engage in accountable talk with the exchange of critical ideas. In the Content Area Unit, and persuasive reviews, and essays, students are taught that authors write from a particular perspective, and students need to ask critical questions, like “What is the author trying to get me to think/do? What do I want my reader to think/do? Why?”
<ul style="list-style-type: none">• make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement	Children are taught to evaluate their texts in all units, across all genres, using a variety of skills and strategies from a well-developed repertoire. Students are taught that all well-written fiction texts unfold in predictable ways (e.g. storyline arcs), have dependable attributes (e.g. characters face obstacles in fulfilling their needs, have tension with other characters), and that they should expect to see the same qualities and attributes of other texts in the same texts of a given genre. Students are taught for all genres to ask themselves, “How does this kind of text usually go?” Readers are taught that biography or other nonfiction narratives reflect stories in many ways, and that they should rely on what they know about how fiction stories go to read these sorts of nonfiction texts. Students are taught that poems have a particular structure. They look to these structures to make sense of the text – using imagery to create vivid pictures in their mind, reading metaphors closely to bring clarity to understanding. To evaluate logic and believability, students are taught to ask themselves of all writing: “What does the author want me to feel? Is that feeling valid—do I agree? Who benefits from my feeling this way?”
<ul style="list-style-type: none">• recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis	During read aloud and partner talk, students are given a forum and structure through which to develop and express personal opinions, defend them, and agree or disagree with others. In all units, and especially in the Content Area Unit, the build up to the persuasive letter writing unit in third grade, and the journalism unit in fourth and fifth grade, children are taught that an important exercise for comprehension is to put the author’s work into their own words, through the children’s own filter. Children are encouraged to ask their own questions of an author’s work, evaluate, and then use or not use, in whatever way and for whatever purpose, the author’s opinion in the children’s own writing or reading.
<ul style="list-style-type: none">• evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully	Students are taught strategies to evaluate and re-evaluate their ideas (which are themselves based on strategies) throughout all units. In the fiction units, children are taught to develop theories and to continually revise them as they glean more information through their reading. They are taught to say to themselves, “Before I thought X about this character because of Y, but now I think Z because…” In other units, like book clubs, when up against difficult passages, children are taught to monitor for sense, to reread passages, and to read with “wide-awake minds” when other strategies fall short. Children are taught to identify words that may indicate opinion (e.g. most, best, greatest).

STANDARD 4

Students will read, write, listen, and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Key Idea: Listening & Speaking Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

ELEMENTARY	TCRWP Units That Support This Standard – 3-5 Work
• listen attentively and recognize when it is appropriate for them to speak	Children learn many structures for attentive listening and determining moments which are appropriate for speaking. All children learn to listen intently with open minds and hearts during the minilesson and during the read aloud. They learn that partner talk time and whole class conversation are appropriate moments for student talk.
• take turns speaking and respond to others' ideas in conversations on familiar topics	Children learn specific strategies to share the talk time with their partner (avoiding one partner monopolizing the talk) and specific strategies to sustain their talk to fill the whole talk time.
• recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	Children learn that during interactive read aloud they listen intently during the reading and engage in thoughtful conversation with their partner during the turn and talk times. Children learn to speak softly during a one-on-one conference or in small group, and learn specific strategies for communicating their personal learning agenda. Children learn to take turns during large group conversation. They learn to invite others to add onto a line of thought being developed by the group, they also learn to connect the idea they share to the idea that preceded their talking.

Goal Number 1	As principal I will put in processes to consistently gather, generate and analyze information on student outcomes and use this information to monitor student progress.
Goal	<p>Describe your goal.</p> <p>To increase achievement in literacy for the 20 Inquiry Team Targeted students (in 3rd grade) through standards based data driven instruction and individual goal setting. Inquiry strategies to be replicated by a majority of classroom teachers for use with their most at risk students.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 40% of all students in every classroom will advance at least 1 reading level above what they begin in September.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Use a Scantron test. Reading skills and abilities of the 20 targeted students would indicate their specific academic strengths and weaknesses. • ELA would be our targeted area. Comprehension would be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Scantron information. We would develop a plan over three benchmark times during the year to bring the 20 targeted students to higher achievement. • The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st. • We will select the 20 targeted students from the current second grade who are moving to third grade in the year 2009-2010. This selection of students will be made in June 2009. • The Scantron test will be administered in June 2009. • Once this test is analyzed these 20 targeted students will be assigned to extended day groups for the year 2009-2010. The students will receive a staff mentor from the Inquiry Team, who will interview and meet the student prior to the end of October 2009. The mentor will give each of these students a selection of books on their reading level to borrow and set a goal with them. The mentor will keep in communication with them during the school year regarding their goal assignment. Partnerships with Wagner College students to work with each student in this focus group. • These 20 targeted students will receive another Literacy Scantron test. • This Scantron test will be analyzed. We will look for common deficiencies in the 20 students. • These 20 students will be in extended day groups with a focus on meeting deficiencies in Scantron results. • In October 2009 inquiry team members will select students to mentor. They will write the parent a letter introducing themselves and meet regularly with Inquiry Team members to devise “next steps” for targeted goals. <p>High priority for our 2009-2010 Inquiry Team work will feature:</p> <ul style="list-style-type: none"> • Adopted mentors and a creation of a variety of activities for their targeted students • More communication with classroom teachers by both the adopted mentors and the core Inquiry Team members • Input into the change of classroom environment and the change of resources made available for targeted students • More home connections
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Pre and post tests of Scantron Ed. Performance Series for Targeted Students • Written goals for Targeted students created and delivered through extended day • Increase in TC Reading levels throughout the year • Students will have higher results on questions on TC Assessments using Running Records that assess the Comprehension

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.

N/A

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.

We reviewed, analyzed and responded to soft and hard data trends as evidenced in differentiated activity documentation and Item Skills Evidence gleaned from Predictives, Unit Tests and Math tests.

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?

Math skills will continue to emphasize problem solving and attainment of secure goals in all grades using Everyday Math. New performance assessments in Math will be emphasized. Teacher will initiate differentiated math programs that increase Math success. (Larsen's Math, Accelerated Math, Acuity System – if funding permits). Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize

assessment results to plan instruction. The school's math coach will visit classrooms to demonstrate lessons and provide assistance to students and teachers. Parent involvement and training will focus on enhancing our students math skills, particularly our ELL population.

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.

N/A

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.

Every teacher (100%) received at least 1 Narrative Observation Report in Literacy Practices. Teacher College Professional Development was and continues to be available to all teachers to imbed the Literacy Practices that must be in place through differentiated activities.

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?

Administrators will conduct observation reports in literacy, at least 135 minutes of reading, writing activities in place in every classroom on a daily basis. We use architecture of a mini lesson delivery of instruction. Reading and writing skills will continue to be a major focus of our efforts into all curriculum areas. Performance standards in English Language Arts will continue to be emphasized. Teacher will differentiate special programs that increase reading and writing skills and develop a love for reading. Our continued partnership with Teachers College Reading/Writing Workshop will be our central focus. Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. The school's literacy coach will visit classrooms to demonstrate lessons and provide assistance to students and teachers. Intervisitations will also be planned. On-site part time TC Staff Developer will be retained and a calendar of Professional Development opportunities and parent workshops in Professional Development for every adult member of our School Community will be provided to emphasize our school initiatives. Parent involvement and training will focus on enhancing our students reading and writing skills, particularly our subgroups.

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* (SOM³) 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.

Math skills will continue to emphasize problem solving and attainment of secure goals in all grades using Everyday Math. New performance assessments in Math will be emphasized. Teacher will initiate differentiated math programs that increase Math success. (Larsen's Math, Accelerated Math, Acuity System, Renzulli Learning Systems – if funding permits). Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. The school's math coach will visit classrooms to demonstrate lessons and provide assistance to students and teachers. Parent involvement and training will focus on enhancing our students math skills, particularly our ELL population.

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?

One observation for each teacher on math lesson with differentiated activities.

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

³ 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.

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.

N/A

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?

No teachers have left our school other than for child care. We do not have a large turnover of teachers for our school.

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.

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.

During 2007-2008 our teachers participated in the ELL Academy workshops offered from QTEL during the year and on Saturdays throughout the year. These teachers developed a Performance Review binder targeting their ELL students. This year, staff will be participating in the QTEL writing workshop, if grant proposal comes through. Ongoing PD is offered to ESL teachers and classroom teachers through TC and our ISC. Presently our ESL teachers will deliver PD regarding ESL strategies to all teachers.

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?

As mentioned in 4.1, our teachers have actively participated in PD opportunities. Due to this, classroom teachers differentiate their lessons based on assessments.

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.

N/A

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.

PS 19 ensures that all teachers are teachers of language. Our ESL teachers push into classes and inform teachers of their level of language proficiency, and language acquisition. ESL teachers for 3, 4 and 5 grade, collaborate with teachers to analyze assessments results for NYSED ELA and math.

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?

Both ESL and classroom teachers meeting regularly during a common prep to discuss students needs according to date. Teachers collaborate based on data pertinent to grade.

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.

Our school is seeking an ELL grant based on our 2nd and 3rd grade ELLs that need additional support in reading and writing.

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.

All teachers are in receipt of the IEPs for their students with disabilities, this includes cluster/specialty teachers. Teachers are advised to review the IEPs content including any accommodations, adaptations or modifications the student may need. General Education teachers are given professional development regarding the content of IEPs and the implications of instruction.

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?

Special education and general education teachers receive the professional development to provide standards-based instruction for all students. The opportunity for communication between general education with service providers and/or special education teachers to review the content of IEPs is provided.

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.

N/A

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.

All teachers who service students with disabilities have copies of the Individualized Education Programs so therefore, teachers are fully aware of accommodations and/or modifications for classroom environments. If a student needs a behavioral plan, a plan will be completed. Professional Development for teachers in creating a Quality IEP and Educational benefit will be provided throughout the year; all IEPs are reviewed by administration.

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?

Training for teachers in writing IEPs is ongoing, specifically to write a quality IEP with evidence of educational benefit of goals that match student needs and grade level state-standards.

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.

Support from Integrated Service Center Special Education Team, PS 19's LSO and Central is ongoing and continues. If specific support is needed, it is requested.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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.)

There are no students in Temporary Housing currently attending our school.

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

The Parent Coordinator will assist parent/guardian in enrollment, transportation, records including immunization as well as providing parent with the Guide to the Educational Rights of Children and Youth Living in Temporary Housing in New York State.

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