



P.S. 19 Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (24/ Q/ 019)
ADDRESS: 98-02 ROOSEVELT AVENUE
CORONA, NEW YORK 11368
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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 98-02 Roosevelt Avenue

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Genie Calibar

PRINCIPAL: Genie Calibar

UFT CHAPTER LEADER: Richard Burke

PARENTS' ASSOCIATION PRESIDENT: Maria Quiroz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Mrs. Diane Foley

SUPERINTENDENT: Mrs. Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Genie Calibar	*Principal or Designee	
Richard Burke	*UFT Chapter Chairperson or Designee	
Ivette Faya	Member/ Assistant Principal	
Maria Quiroz	*PA/PTA President or Designated Co-President	
Fatima Bermudez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Betty Esposito	DC 37 Representative, if applicable	
Joseph Knapp	Member/Teacher	
Sumaira Khan	Member/Teacher	
Sharon Cafferata	Member/Teacher	
Lucina Ramirez	Member/Parent	
Elvia Cadena	Member/Parent	
Dolores Ortiz	Member/Parent	
Amalia Zaca	Member/Parent	
Maribel Mendoza	Member/Parent	
	CBO Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P. S. 19 School Mission

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

P.S. 19Q, located in Corona, New York, is one of the largest Kindergarten through Grade Five elementary schools in New York City. This designated Title I school has a current enrollment of approximately 1990 students for the 2010-2011 school year. The main building, built in 1924, is five stories high and is comprised of a main structure and two wings, occupying an entire square block. The school utilization for the main building is at 104%. (This figure does not include the mini-building and the transportables.) To alleviate overcrowding, the mini-building, located in the schoolyard, was built in 1987. In addition, in 1995, ten transportable classrooms were installed to provide a learning environment for approximately 250 additional students. To compensate for these overcrowded conditions, "schools within a school" were established: ***The School of Writing and Publishing; The School of Math, Science, and Technology; The School Of Communication and Performing Arts; and The School of American Studies.*** Our "schools with a school" house a total of 70 general education classes which are heterogeneously grouped. In addition, we have three designated self-contained ESL classes, two bridge classes which serve our Transitional Bilingual Spanish students, five *Self-Contained* classes, and six *Integrated Co-Teaching* classes for students with special needs. These students are integrated within the four *Schools within a School*. In addition, we also have a Spanish *Dual Language Program* which serves grades Kindergarten through Grade 5 and is comprised of twelve classes. All of these classes reflect and target our ethnically diverse population and large number of *English Language Learners* (60%).

The staff of P. S. 19 is dedicated to providing individualized instruction to accommodate the specific strengths and needs of each and every child in our school. The school's instructional model adheres to the *Teachers College* initiatives in Reading and Writing and the *Everyday Math* Workshop model of instruction in Mathematics. The NYS/NYC Performance Standards for English Language Arts, along with the NYC Primary Literacy Standards, are used as the basis for language arts instruction in the K-5 curriculum. In addition, within the next four years, we will be phasing in and implementing the Core Curriculum Standards for all grades. In order to achieve these reading and writing benchmarks for Balanced Literacy with the support of our two Literacy Coaches and one Math Coach, a school-wide allocation of 150-minutes for literacy instruction has been scheduled. We provide academically enriched cluster programs in Music, Art, Creative Writing, Science, Social Studies, Math, Physical Education, Health, and Computer Technology. In addition, we have one part-time Reading Recovery Teacher who targets at-risk students in the first grade. We have a state-of-the-art library and a Learning Garden that was funded by a grant from the Robin Hood Foundation. Our students actively participate in the many enriching experiences that we offer at our school. For example, we have a Glee Club, violin instruction, band, and a chess club. We also enjoy the participation of many organizations, such as the New York City Parks, the New York Philharmonic, LEAP, N.Y. Cares, Early Stages, St. Luke's Orchestra, and the New York Tennis League. These organizations help to provide our youngsters with a variety of enriching experiences.

The School of Writing and Publishing (The SWP School)

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

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

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

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

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

The School of American School (The SAS School)

The focus of ***The School of American Studies*** is to highlight the Social Studies content area. This School carries out an in-depth study of geography, history, and cultural awareness based on the Balanced Literacy Instructional Approach. While adhering to the Social Studies Standards, the students study various topics which are aligned to their scope and sequence for each grade level. Document-based research and extensive field trips to historical sites and presentations are also provided to supplement classroom activities. Throughout the year, class presentations reflect the genre of Social Studies. As a culminating event at the end of the school year, we will celebrate the standards-based social studies projects that the students have completed during the school year.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. 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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 019 Marino Jeantet								
District:	24	DBN:	24Q019	School BEDS Code:	342400010019				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment	Attendance - % of days students attended:								
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.0	96.1	TBD		
Kindergarten	357	281	288	Student Stability - % of Enrollment:					
Grade 1	363	364	296	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	348	369	350		95.0	95.0	TBD		
Grade 3	313	333	377	Poverty Rate - % of Enrollment:					
Grade 4	301	303	352	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	309	307	305		73.5	73.5	79.6		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		5	259	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		45	46	70		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	6	0	14	(As of June 30)	2007-08	2008-09	2009-10		
Total	1997	1957	1982						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	39	48	Principal Suspensions	11	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	34	44	42	Superintendent Suspensions	3	0	TBD		
Number all others	110	106	113	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	104	198	31	Number of Teachers	137	136	TBD		
# in Dual Lang. Programs	115	124	145						
# receiving ESL services only	1114	1117	1098						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	2	164	Number of Administrators and Other Professionals	26	26	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	97.8	94.9	TBD
				% more than 2 years teaching in this school	73.0	79.4	TBD
				% more than 5 years teaching anywhere	56.9	64.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	89.0	92.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1		97.9	97.8	TBD
Black or African American	0.2	0.3	0.3				
Hispanic or Latino	90.5	90.3	88.9				
Asian or Native Hawaiian/Other Pacific Isl.	8.1	8.1	9.5				
White	1.0	0.9	0.7				
Male	49.9	50.7	50.8				
Female	50.1	49.3	49.2				
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√sh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	96.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.1			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:	22			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	56.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6.8						
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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nvsed.gov/nvc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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?

Review of Student performance trends and other indicators of progress:

English Language Arts

Data Source: Standardized Testing (ELA)

ELA Summary

According to the results of the **2010 NYS ELA Test**:

- ❖ 426 out of the 990 students (43%) tested in Grades 3, 4, & 5 received a Level 3 or Level 4.
- ❖ 437 out of the 990 students (44%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 131 out of the 990 students (13%) tested in Grades 3, 4, & 5 received a Level 1.
- ❖ Approximately 1/3 of our students in Grades 3 and 4 scored at a Level 2 according to the new cut scores.
- ❖ Of these Level 2 students, 66% scored at a high Level 2.

Grade Three:

- ❖ 66 students (18%) received a Level 1.
- ❖ 157 students (43%) received a Level 2.
- ❖ 141 students (39%) received a Level 3 or 4.

Overall, 31% of all third grade students tested in ELA scored at a high Level 2 according to the new cut scores. Of the 66 students tested who scored at a Level 1, 26 students (39%) are receiving Special Education Services. Of the 66 students tested who scored at a Level 1, 57 students (86%) are English Language Learners.

Grade Four:

- ❖ 33 students (10%) received a Level 1.
- ❖ 156 students (47%) received a Level 2.
- ❖ 148 students (44%) received a Level 3 or 4.

Overall, 31.9% of all fourth grade students tested in ELA scored at a high Level 2 according to the new cut scores. Of the 33 students tested who scored at a Level 1, 10 students (30%) are receiving Special Education Services. Of the 33 students tested who scored at a Level 1, 33 students (100%) are English Language Learners.

Grade Five:

- ❖ 32 students (11%) received a Level 1.
- ❖ 124 students (43%) received a Level 2.
- ❖ 133 students (46%) received a Level 3 or 4.

Of the 32 students who scored at a Level 1, 14 students (44%) are receiving Special

Education Services. Of these 32 students who scored at a Level 1, 32 students (100%) are English Language Learners.

Subgroup - Special Education Students:

According to the results of the **2010 NYS ELA Test:**

- ❖ 14 out of the 122 students (12%) tested in Grades 3, 4, & 5 received a Level 3 or Level 4.
- ❖ 58 out of the 122 students (48%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 50 out of the 122 students (41%) tested in Grades 3, 4, & 5 received a Level 1.

Grade Three:

Of the 50 students tested:

- ❖ 26 students (52%) received a Level 1.
- ❖ 20 students (40%) received a Level 2.
- ❖ 4 students (8%) received a Level 3 or 4.

Grade Four:

Of the 26 students tested:

- ❖ 10 students (38%) received a Level 1.
- ❖ 14 students (54%) received a Level 2.
- ❖ 2 students (8%) received a Level 3 or 4.

Grade Five:

Of the 46 students tested:

- ❖ 14 students (30%) received a Level 1.
- ❖ 24 students (52%) received a Level 2.
- ❖ 8 students (17%) received a Level 3 or 4.

Subgroup - English Language Learners

According to the results of the **2010 NYS ELA Test:**

- ❖ 166 out of the 610 students (27%) tested in Grades 3, 4 & 5 received a Level 3 or Level 4.
- ❖ 318 out of the 610 students (52%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 122 out of the 610 students (20%) tested in Grades 3, 4, & 5 received a Level 1.

Grade Three:

Of the 250 students tested:

- ❖ 57 students (23%) received a Level 1.
- ❖ 122 students (49%) received a Level 2.
- ❖ 71 students (28%) received a Level 3 or 4.

Grade Four:

Of the 208 students tested:

- ❖ 33 students (16%) received a Level 1.
- ❖ 121 students (58%) received a Level 2.
- ❖ 54 students (26%) received a Level 3 or 4.

Grade Five:

Of the 152 students tested:

- ❖ 32 students (21%) received a Level 1.
- ❖ 78 students (51%) received a Level 2.

- ❖ 42 students (28%) received a Level 3 or 4.

Data Source: Standardized Testing (Mathematics)

Mathematics

Math Summary

According to the results of the **2010 NYS Math Test**:

- ❖ 671 out of the 1033 students (65%) tested in Grades 3, 4 & 5 received a Level 3 or Level 4.
- ❖ 307 out of the 1033 students (30%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 57 out of the 1033 students (6%) tested in Grades 3, 4, & 5 received a Level 1.
- ❖ Approximately 1/3 of our students in Grades 3 and 4 scored at a Level 2 according to the new cut scores.
- ❖ Of these Level 2 students, 66% scored at a high Level 2.
- ❖ * For the 2009-2010 Progress Report, we did receive additional credit for our Lowest Third Citywide (0.75).

Grade Three:

- ❖ 30 students (8%) received a Level 1.
- ❖ 125 students (33%) received a Level 2.
- ❖ 223 students (59%) received a Level 3 or 4.

Overall, 36% of all third grade students tested in Math received a high Level 2 according to the new cut scores. Of the 30 students who scored at a Level 1, 13 students (43%) are receiving Special Education Services. Of the 30 students who scored at a Level 1, 27 students (90%) are English Language Learners.

Grade Four:

- ❖ 14 students (4%) received a Level 1.
- ❖ 98 students (28%) received a Level 2.
- ❖ 238 students (68%) received a Level 3 or 4.

Overall, 25% of all fourth grade students tested in Math scored at a high Level 2 according to the new cut scores. Of the 14 students tested who scored at a Level 1, 3 students (21%) are receiving Special Education Services. Of the 14 students tested who scored at a Level 1, 14 students (100%) are English Language Learners.

Grade Five:

- ❖ 13 students (4%) received a Level 1.
- ❖ 84 students (27%) received a Level 2.
- ❖ 208 students (69%) received a Level 3 or 4.

Of the 13 students tested who scored at a Level 1, 5 students (38%) are receiving Special Education Services. Of the 13 students tested who scored at a Level 1, 13 students (100%) are English Language Learners.

Subgroup - Special Education Students

According to the results of the **2010 NYS Mathematics Test**:

- ❖ 39 out of the 121 students (31%) tested in Grades 3, 4 & 5 received a Level 3 or Level 4.
- ❖ 62 out of the 121 students (51%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 20 out of the 121 students (17%) tested in Grades 3, 4, & 5 received a Level 1.

* For the 2009-2010 Progress Report, we did receive additional credit (.05) for our CTT subgroup.

Grade Three:

Of the 50 students tested:

- ❖ 13 students (26%) received a Level 1.
- ❖ 24 students (48%) received a Level 2.
- ❖ 13 students (26%) received a Level 3 or 4.

Grade Four:

Of the 26 students tested:

- ❖ 3 students (12%) received a Level 1.
- ❖ 14 students (54%) received a Level 2.
- ❖ 9 students (35%) received a Level 3 or 4.

Grade Five:

Of the 45 students tested:

- ❖ 5 students (11%) received a Level 1.
- ❖ 24 students (53%) received a Level 2.
- ❖ 16 students (35%) received a Level 3 or 4.

Subgroup - English Language Learners

According to the results of the **2010 NYS Mathematics Test**:

- ❖ 340 out of the 653 students (52%) tested in Grades 3, 4 & 5 received a Level 3 or Level 4.
- ❖ 261 out of the 653 students (40%) tested in Grades 3, 4, & 5 received a Level 2.
- ❖ 52 out of the 653 students (8%) tested in Grades 3, 4, & 5 received a Level 1.
- ❖ For the 2009-2010 Progress Report, we did receive additional credit (0.75) for our ELL subgroup and for our Lowest Third Citywide (0.75).

Grade Three:

Of the 264 students tested:

- ❖ 27 students (10%) received a Level 1.
- ❖ 106 students (40%) received a Level 2.
- ❖ 131 students (49%) received a Level 3 or 4.

Grade Four:

Of the 221 students tested:

- ❖ 14 students (6%) received a Level 1.
- ❖ 82 students (37%) received a Level 2.
- ❖ 125 students (56%) received a Level 3 or 4.

Grade Five:

Of the 168 students tested:

- ❖ We plan to increase the use of technology in the development, planning, and delivery of instruction (43%) received a Level 2.
- ❖ We plan to (50%) acquire a/argue for a language to develop higher order thinking skills.

Summarize of major findings and findings of schools goals

Instructional Goals	Description
<p>What the school does well: ELA Core Curriculum Standards</p> <ul style="list-style-type: none"> ❖ We are a <i>School In Good Standing</i> according to our overall NCLB/Differentiated Accountability Status for the 2008-2009 school year. ❖ Our school received an overall <i>Letter Grade of A</i> in our <i>Progress Report</i> (2008-2009) according to the <i>Children First Accountability Standards</i> (CCSS) to improve literacy. ❖ For the 2009-2010 Progress Report, we did receive additional credit (.05) for our CTE two subgroups: ELL and Special Education. ❖ For the 2009-2010 Progress Report, we did receive additional credit (.0.75) for our ELL subgroup and for our Lowest Third Citywide (.0.75). ❖ Weekly professional development study groups are addressing differentiated instruction for the needs of our ELL population. We are making continued successful use of Lab Sites and Staff Developers as vehicles for professional learning in reading, writing, technology, and most recently mathematics and data. ❖ Within the last few years, we implemented research strategies by Dr. Lilly Wong-Fillmore which have addressed the development of academic language. To date, we have disseminated these strategies on a school-wide basis, and we continue to ascertain the increases and plans that are needed with respect to the amount of informational reading and writing that students will require in order to achieve the standards. ❖ We have improved communication with parents by means of parent workshops, translated letters, monthly connection newsletters, and guides to inform our parents of their children's current reading levels. We have also provided parents with sample texts for reading levels to be achieved in order to demonstrate strategies for success, study unit expectations, and goals. 	<p>Goal: To successfully implement the <i>Core Curriculum State Standards</i>, a four-year plan will be devised to analyze, apply, synthesize, and understand the different components embedded in the Reading, Writing, Foundations, and Listening and Speaking standards.</p> <p>During the first year, we will focus on presenting the overview introduction of the entire CCSS.</p> <p>Through professional development and inquiry work, all teachers will have the opportunity to learn and understand what they will be applying and assessing in their teaching.</p> <p>In addition, an analysis of our current reading and writing units and content area work will be conducted to ascertain the increases and plans that are needed with respect to the amount of informational reading and writing that students will require in order to achieve the standards.</p> <p>These findings will in effect prepare us to design the curriculum for future years.</p>
<p>What are the most significant aids or barriers to the school's continuous improvement: ELA Primary</p> <ul style="list-style-type: none"> ❖ Our major findings in data indicate that students in our Special Education and English Language Learner subgroups are advancing in their reading levels, but not at an acceptable rate in order to meet targeted benchmarks at their appropriate grade levels. Review of data indicates that 1/3 of these students in each grade level attained a <i>high 2</i> performance level. An item analysis review indicated that these students narrowly missed achieving a Level 3 grade performance benchmark by two to three questions. ❖ Not all teachers are performing at the same level of expertise with respect to Balanced Literacy, understanding of reading skills and behaviors, differentiating instruction, identifying and addressing the needs of sub-groups, interpreting assessment sources, using data to drive instruction, understanding the writing process, understanding developmental stages in literacy, and language acquisition and development. ❖ We need to develop overall teacher knowledge of the <i>New Common Core State Standards</i> in Literacy and Mathematics in order to align, plan, and develop daily instruction and unit goals. ❖ We need to develop and increase the ability of teachers to integrate Academic Language Strategies/Components within the delivery of daily instruction as standardized in the Common Core Standards for Listening and Speaking, Reading, and Writing. ❖ We need to provide students with increased access to technology based sites that provide them with individual test results and practice of needed skills. 	<p>Goal: In order to assure that students in the primary grades are making sufficient progress throughout the year, we will establish a systematic administration of running records specific to bands A-E and F-L. We will also take into account the increase in difficulty as the levels progress. The goal is to advance students in the primary grades of K-2 at a faster pace than they have been progressing, thus encouraging teachers to achieve an understanding of the difficulties of each text band. This knowledge should lead to focused targeted instruction.</p>

<p>ELA- Academic Language</p> <p>Goal: To integrate Academic Language Components within the delivery of daily instruction as effective ESL Strategies that is aligned with the Language Components of the Core Curriculum Standards.</p>	<p>Previous research of academic language and corresponding implemented ESL instructional practices will be taken a step further to include language patterns and expectations of the new CCSS. In addition to the alignment of the CCSS to ESL instructional objectives, we will now look at the use of performance tasks in the CCSS to structure language frames that facilitate the appropriate responses.</p>
<p>Math Core Curriculum Standards</p>	

Goal:

By June 2011, there will be an increase by 2% in the number of third grade students who score at the proficient level on the New York State Math Test as we work to align to the New Math Curriculum State Standards.

To successfully implement the Core Curriculum State Standards, a four-year plan will be devised in order to understand, apply, analyze, and synthesize the development of the Math concepts in a vertical alignment as embedded throughout Math practices and as established in the Math *Common Core State Standards*.

During the first year, we will be focusing on an overview introduction of the entire CCSS. The key factor in all of our accomplishments during the first year will involve professional development and inquiry work so that all teachers will have the opportunity to learn and understand what they will be applying and assessing in the teaching of Mathematics. Kindergarten students will implement and be assessed based on the grade standards expectations for Mathematics. By means of inquiry work, the school will study the appropriateness of materials available for each grade level for meeting all Math standards. We will analyze the current curriculum and units in the *EveryDay* Math Program and align and change or add to them appropriately as required by the new expectations. We will introduce exposure to the type of Performance tasks with an emphasis on the teaching and learning possibilities that result from them.

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 2010-11 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, PLA, 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): ELA- English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will begin aligning instruction to the New ELA <i>Core Curriculum State Standards</i> (CCSS.) to improve literacy proficiencies on the ELA state standards by 2% in Grades 3, 4, and 5 with particular emphasis on the two subgroups: ELL and Special Education.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action: Intervention Strategies (IS)</p> <ul style="list-style-type: none"> IS1. Increase the amount of informational Reading and Writing by using non-fiction texts for one Read Aloud session and two Shared Reading sessions per week. IS2. Expose students to at least two reading pieces involving text comparable to an appropriate text complexity band of a task for their grade level. IS3. Introduce sample performance tasks as we increase the number of units of study that link writing and reading. IS4. Implement a new Guided Reading Program that focuses to a greater extent on authentic literature to begin to increase text complexity. IS5. All grades will include one sample performance task that will generate writing in the three text type standard genres: Opinion/Argument, Informational, and Narrative. IS6. Kindergarten will implement the Common Core State Standards as the standard for the grade. IS7. Homework changes will include three Reading Responses and two written responses based on reading passages.

Inquiry Team (IQ)

IQ1. Provide opportunities for teachers to participate in Grade Level Inquiry Teams to review appropriateness of materials available for each grade to meet literacy standards.

IQ2. Through an SBO consensus, one of the 37.5-minute AIS sessions will be used for inquiry work to analyze and develop student work

Administrative Decisions(AD)

AD1. Restructuring of the Literacy Program to include an additional 20-30-minutes of independent reading segments three times a week in addition to Reader's Workshop lessons.

AD2. Restructuring of the Guided Reading lesson plan to include questioning techniques.

AD3. Present broad directives as specific and measurable performance goals that have a clear purpose and target aligned to the New Core Curriculum.

AD4. Establish clear goals and expectations cooperatively with teachers for their own pedagogical growth and student success that is cognizant of student engagement.

AD5. Implement a structure whereby students, teachers, administrators, and parents establish goals and are aware of the goals set for the Core Curriculum.

AD6. Structure an instructional Cabinet Study group for the implementation and planning of professional development sessions that support teachers' needs for the implementation of the Core Curriculum Standards.

Materials (M)

M1. A greater number of appropriate Kindergarten texts (authentic texts) to match the characteristics of the primary levels.

M2. Living Charts need to be more specific and include scaffolds, pictures, and specific processes.

M3. Purchasing of Scholastic Guided Reading kits for all reading bands.

Data Driven Instruction (D)

D1. Movement of TC Running Records Reading Levels to assess and develop student goals and expectations.

D2. Monthly tracking of individual student levels to target specific areas of greatest need, thus establishing a driving force for instruction.

D3. Effective Communication of Assessment and its use for instruction.

	<p>Professional Development (PD)</p> <p>PD1. Teachers will be involved in developing lessons that support new guided reading series.</p> <p>PD2. Teachers will use their monthly data assessments to plan and target small group instruction that correlates with student progress.</p> <p>PD3. In order to synthesize the New Curriculum Standards into our current ELA curriculum, we will provide teachers with weekly grade level professional development sessions to establish core curriculum and to collaboratively develop rubrics and lesson plans that focus on standardization and suggest topics of need for future study groups.</p> <p>PD4. 90% of the teachers will engage in professional development based on the Core Curriculum.</p>											
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="1"> <tr> <td data-bbox="735 609 1354 649">TL Children First:</td> <td data-bbox="1354 609 1974 649">IS1, IS2, IS3, M1, M2, M3</td> </tr> <tr> <td data-bbox="735 649 1354 690">C4E:</td> <td data-bbox="1354 649 1974 690">PD1, PD2</td> </tr> <tr> <td data-bbox="735 690 1354 730">TL Inquiry:</td> <td data-bbox="1354 690 1974 730">IQ1, IQ2</td> </tr> <tr> <td data-bbox="735 730 1354 803">TL:</td> <td data-bbox="1354 730 1974 803">IS1, IS2, IS3, AD1, AD2, AD6, D2, D3, IS4-7, M1-3</td> </tr> <tr> <td data-bbox="735 803 1354 844">Title 1:</td> <td data-bbox="1354 803 1974 844">D1</td> </tr> </table>		TL Children First:	IS1, IS2, IS3, M1, M2, M3	C4E:	PD1, PD2	TL Inquiry:	IQ1, IQ2	TL:	IS1, IS2, IS3, AD1, AD2, AD6, D2, D3, IS4-7, M1-3	Title 1:	D1
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2010:</u></p> <ul style="list-style-type: none"> ❖ Analysis of ELA test data from previous years. ❖ September Teachers College Running Records <p>Interim:</p> <ul style="list-style-type: none"> ❖ Teachers College Running Records - (November and March) ❖ Pacing calendar for bands ❖ Reading Logs, Reader's Response Notebooks, Writing Folders - (weekly) ❖ Rubrics <p>End-Term- <u>June 2011</u></p> <ul style="list-style-type: none"> ❖ Comparison of Teachers College Running Records ❖ On-Demand Writing 											

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 2010-11 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, PLA, 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): ELA- Core Curriculum Standards

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will improve literacy instruction in the primary grades resulting in the achievement of new proficiency levels as outlined under the new Teacher’s College running record benchmarks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action: Administrative Decisions(AD) AD1. Restructuring of the Literacy Program to include an additional 20 – 30 minutes of independent reading segments three times a week in addition to the Reader’s Workshop period.</p> <p>Materials (M) M1. Living Charts-Need to be more specific and include scaffolds, pictures, and specific processes. M2. Scholastic Guided Reading Kits will be purchased to provide authentic literature books with the text gradients expected at the “just right” levels. M3. More appropriate Kindergarten texts (authentic texts) to match the characteristics of primary levels will be purchased.</p> <p>Data Driven Instruction (D) D1. Utilize computer adaptive and predictive assessments regularly to target new standards in the Core Curriculum. D2. Record and analyze the results of student Running Records on a monthly basis. D3. Teachers will use their monthly data assessments to plan and target small group instruction that correlates with student progress.</p>

	<p>D4. Primary grade students were not adequately progressing across levels in reading. Primary grade teachers will identify students, look across the data, develop a theory about the strategies that are scaffolded among the reading levels, and form an action plan for these students.</p> <p>Professional Development (PD)</p> <p>PD1. Develop and support teachers’ knowledge of needed alignments of assessments with the new standards.</p> <p>PD2 .Learn to interpret item analysis results, formulate a plan of action to support learning targets, and draft test preparation materials that reflect specific skills as related to the new standards.</p> <p>Intervention Strategies (IS)</p> <p>IS1. Guided reading instruction will be restructured to include a presentation of lessons that will involve questions that promote critical thinking; within-about-and beyond the texts.</p> <p>IS2. Guided reading instruction is not crisp. Strategies do not reflect the text gradients of the particular level being taught.</p> <p>IS3. Scholastic Guided Reading Kits provide authentic literature books with the text gradients expected at the “just right” levels.</p> <p>IS4. Using the Scholastic Guided Reading Kits, we will improve our guided reading instruction by restructuring the presentation of our lessons to include questions that promote critical thinking; within-about- and beyond the texts.</p>						
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="1"> <tr> <td data-bbox="737 1013 1354 1047">C4E:</td> <td data-bbox="1354 1013 1976 1047">PD1, PD2</td> </tr> <tr> <td data-bbox="737 1047 1354 1081">TL :</td> <td data-bbox="1354 1047 1976 1081">AD1, PD1, PD1, PD2, IS1-4</td> </tr> <tr> <td data-bbox="737 1081 1354 1115">TL:</td> <td data-bbox="1354 1081 1976 1115">AD1, M1, D1, PD2, PD2, M1-3, D1-3</td> </tr> </table>	C4E:	PD1, PD2	TL :	AD1, PD1, PD1, PD2, IS1-4	TL:	AD1, M1, D1, PD2, PD2, M1-3, D1-3
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2010:</u></p> <ul style="list-style-type: none"> ❖ Professional development agendas ❖ Walkthroughs - Classroom Checklists ❖ Observations ❖ Bulletin Boards that reflect the Core Curriculum 						

	<p>Interim:</p> <ul style="list-style-type: none">❖ Weekly Calendar - (weekly)❖ E-mail - (on-going) <p>End-Term- <u>June 2011</u></p> <ul style="list-style-type: none">❖ Analysis of 2011 ELA scores
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SECTION VI: ACTION PLAN

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Subject/Area (where relevant): ELA- Core Curriculum Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To integrate Academic Language Components within the delivery of daily instruction as effective ESL Strategies that is aligned with the Language Components of the Core Curriculum Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action: Administrative Decisions(AD) AD1. Restructuring of the ESL program to push-in for collaborative team teaching primarily during the Shared Reading, Read Aloud, and Reader’s Workshop/Core Work periods. AD2. Implementation of ESL strategies in two of the four sessions during our Non-Fiction Shared Reading periods.</p> <p>Materials (M) M1. Living Charts-Need to be more specific and include scaffolds, pictures, and specific processes. M2. Development of Word Walls that include phraseology and lexical arrays by genre, book title, and/or student needs.</p> <p>Data Driven Instruction (D) D1. Increase the number of students who are progressing from Beginner to Intermediate, and from Intermediate to Advanced on the NYSESLAT Assessment. D2. Record and analyze the results of student Running Records on a monthly basis. D3. Teachers will use their monthly data assessments to plan and target small group instruction that correlates with student progress. D4. Use of CCSS standards for Language, Reading, and Writing to assess student progress.</p>

	<p>Professional Development (PD)</p> <p>PD1. Develop and support teacher knowledge of needed alignments between assessments and the new standards.</p> <p>PD2. Continue work regarding the development of academic and complex language structures.</p> <p>PD3. Implement primary grade professional development on “word play” around lexical arrays.</p> <p>Intervention Strategies (IS)</p> <p>IS1. Instruction will include a discussion session which will involve critical thinking; within-about-and-beyond the texts in addition to a synthesis and application of learned information.</p> <p>IS2. Development of Tier II vocabulary words for teaching and assessment of content areas.</p> <p>IS3. Development of language frames for reading and writing.</p> <p>IS4. Continue to use ESL strategies in the curriculum maps of the <i>Thinking Curriculum</i> in the Science Content Area for Grades 4 and 5 in order to address strategies such as deconstructing sentences for meaning, unpacking sentences for the creation of smaller sentences, and word cards for vocabulary development as well as for other content areas.</p>						
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2010:</u></p> <ul style="list-style-type: none"> ❖ Professional development agendas ❖ Walkthroughs - Classroom Checklists ❖ Observations ❖ Bulletin Boards reflecting the Core Curriculum 						

	<p>Interim:</p> <ul style="list-style-type: none">❖ Core Curriculum Standards Benchmarks❖ Inquiry Team Analysis❖ Performance Tasks❖ Shared Reading Anchor Charts, writing samples❖ Development of Word Walls <p>End-Term- <u>June 2011</u></p> <ul style="list-style-type: none">❖ Analysis of the NYSESLAT Assessment❖ Analysis of 2011 ELA Scores
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Subject/Area (where relevant): Math Core Curriculum Standards

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase by 2% in the number of third grade students who score at the proficient level on the New York State Math Test as we work to align to the New Math Curriculum State Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action:</p> <p>Administrative Decisions(AD)</p> <p>AD1. Present broad directives as specific and measurable performance goals that have a clear purpose and target aligned to the New Core Curriculum.</p> <p>AD2. Instructional Cabinet Study Group for the implementation and planning of professional development sessions that support teachers’ needs with respect to the implementation of the Core Curriculum Standards.</p> <p>AD3. Develop Math Workshop Periods geared to the performance of a task that shows understanding of the mathematics content embedded in the mathematical practices.</p> <p>Intervention Strategies (IS)</p> <p>IS1. Living Charts-Need to be more specific and include scaffolds, pictures, and specific processes.</p> <p>IS2. The following practices will be implemented: -Math representation -“WHY” Reasoning</p> <p>Data Driven Instruction (D)</p> <p>D1. Utilize computer adaptive and predictive assessments on a regular basis to target new standards in the Core Curriculum.</p> <p>Professional Development (PD)</p>

	<p>PD1. 90% of the teachers will engage in professional development based on the Core Curriculum.</p> <p>PD2. Develop and support teachers’ knowledge of needed alignments between assessments and the new standards.</p> <p>PD3. Learn to interpret item analysis results, formulate a plan of action to support learning targets, and draft test prep materials that reflect specific skills as related to the new standards.</p> <p>PD4. In order to synthesize the New Curriculum Standards with our current <i>Every Day Math</i> curriculum, we will provide teachers with professional development sessions to establish Core Curriculum, collaboratively develop rubrics and lesson plans that focus on standardization, and devise a list of suggested topics of need for subsequent study group sessions.</p>								
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator <u>September 2010:</u></p> <ul style="list-style-type: none"> ❖ Acuity Predictive Assessment (June 2010) ❖ Item Analysis of the 2010 NYS Math Assessment ❖ In-house Summative Assessment to assess mastery of indicators from previous years. <p>Interim:</p> <ul style="list-style-type: none"> ❖ Acuity ITA Assessment ❖ Predictive Acuity Test (December) ❖ EDM in-house created end of unit assessments (monthly) ❖ Customized review sheets and assessments according to New York State Math Standards (bi-monthly) <p>End-Term- <u>June 2011</u></p> <ul style="list-style-type: none"> ❖ 2010 NYS Math Assessment ❖ K-5 customized end-of-year assessment 								

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

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

Leap Frog

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

Reading Recovery

The Reading Recovery teacher works with students on a one-to-one basis for a 30-minute period. The Reading Recovery Program addresses all seven pieces as outlined in the National Reading Panel, including phonics, phonemic awareness, fluency, writing, vocabulary, and comprehension. The framework of each session includes both reading and writing.

Schools Attuned Philosophy

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

Imagine Learning

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

Raz Kids

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

LLI

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

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

LLI lessons are provided on a daily basis, and each 30-minute lesson provides instruction in reading, writing, and phonics/word study. It is a short-term intervention program that is designed to provide up to 120 days of intervention. As one group exits, a new group enters the teaching slot.

Additional highlights of the program include:

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

ALLL

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

Early Bird

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

ESL Instruction:

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

37.5-Minute Program

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

Extended Day

After the school day, additional time was provided for all students who demonstrated areas of need. Students who attended the Extended Day Program used the NYS ELA Coach that provided practice and skills analysis and intervention. *Read, Write, Edit, and Listen (RWEL)* provided students with intervention strategies based on their grade level.

Saturday Academy

Students performing at or above grade level and who are not serviced during the 37.5- minute tutorial period are offered an opportunity to attend these sessions. Materials for these sessions include *Read, Write, Edit, and Listen* as well as an arts enrichment component.

AIS Literacy Specialists

Provide daily push-in support for Grades K to 5. The Literacy Specialists implement the Teacher's College Units of Study and the content area curricula in order to provide additional support and differentiate instruction for these students. The specialists use both formal and informal assessment tools such as the Teacher's College Running Records. The specialists hold individual conferences with at-risk students and SWD or LEPs and work with the students in both strategy and guided reading groups.

Mathematics:

- Small Group Skill Intervention Using EDM
- Early Bird Program
- Minute Math
- Problem Solving Strategies
- Focus on Math
- Extended Day
- Saturday Academy
- Math ELL Initiative
- Elements of Daily Math
- New York State Coach Book (March to March Indicators)
- Houghton Mifflin Math
- Project Hope
- Math Inquiry Team

Small Group Skill Intervention Math/37.5-Minute/Early Bird Intervention Program

During the school day and during the 37.5-minute extended time, students are involved in small group and differentiated instruction which allows teachers to focus on individual student needs and weaknesses.

Problem Solving Math

All classroom teachers in Grades 3 to 5 have received the resource book *Introduction to Problem Solving* by Sue O'Connell. Approximately every two weeks, a different problem solving strategy is introduced to the students. The strategy is modeled by the teacher, and then the students work individually or in groups on a different problem using the same modeled strategy. This problem is then displayed inside and outside the classroom to show how the students reached the solution. Two other problems using the modeled strategy are also distributed for work at home to provide additional reinforcement. Each student has his/her own Problem Solving Strategy folder with the strategies listed on the cover and a two- and three-point rubric inside.

Minute Math

All classes in Grades 2 to 5 will continue to participate in the Mad Minute Program. Each week, students complete a sheet that targets a specific skill, i.e. addition, subtraction, multiplication, etc. The results are recorded on a class list. These scores are tabulated to identify the student(s) with the highest score(s). In addition, this program enables the teacher to identify students who need extra help with these basic mathematical processes. On a monthly basis, students who have scored highest in each grade are given awards and other incentives to continue to achieve and progress.

Focus on Math (After ELA) (Tier I)

The Focus on Math Program is more specific to the mathematical strands. This program targets specific math strands in which the students need additional differentiated instruction and includes specific materials related to each strand. By taking a closer look at individual student needs using an item skill analysis, these students receive instruction that focuses on their individual needs and weaknesses.

Extended Day

Third, Fourth, and Fifth grade students participated in this school based program. Materials used for their instruction included the NYS Workout. This preparation time included not only math skills, but also prepared the students by familiarizing them with the timing and format of the NYS Mathematics Test.

Early Bird

Having recognized that our ELL population has significant difficulty with the NYS Mathematics Test, our school provided ELL students with a program that targeted their specific needs. Using ESL methodologies for instruction, the students were given math instruction that specifically included content area vocabulary to improve their proficiency levels in mathematics.

	<p>Saturday Academy Enrichment Program for the Level 3 Students</p> <p>Math ELL Initiative The goals of the program were to:</p> <ul style="list-style-type: none"> • Gain insight into the culture, language development, and mathematics strategies for the ELL population. • Deepen the pedagogical content knowledge in mathematics. • Learn how to develop academic knowledge through classroom discussions in mathematics. • Use manipulatives to model mathematical concepts. • Improve the questions teachers ask during math lessons. • Project Hope is a research program from St. John’s University. It targets ELL students with high aptitude in mathematics. As an enrichment program, it targets language as it provides Math enrichment. This program provides an additional two 60-minute periods of mathematics. <p>AIS Math Specialists This program is designed to target students in Grades 3, 4, and 5 who scored at Level 1.</p> <p>Math Inquiry Team</p>
<p>Science:</p> <ul style="list-style-type: none"> • Early Bird Program • Saturday Program • Intensive Tier I Instruction (Fourth Grade) • 37.5-Minute Instruction • ELL Push-In for Science Content • Special Education Support Services (CTT, SPED) 	<p><u>Tier I Instruction</u> Comprehensive Assessment for Level 2 students New York Coach for Level 3 students Included a 30-minute Read Aloud session Included the use of the Passwords Vocabulary Selected ESL Teachers support the science curriculum calendar using literature that is aligned with the Harcourt text series. These teachers work specifically on science content vocabulary with a small group of students. AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups.</p> <p><u>Tier II Instruction</u> 37.5-Minute Instruction AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups. This intervention included the use of the Passwords Vocabulary Book Extension of Activities.</p>

<p>Science:</p>	<p>AM Early Bird Comprehensive Assessment 3 for Level 1 students and CTT students Saturday Program Third and Fourth grade students practiced using the NYS Coach Elementary Science Book. This program included practice homework as well as a study guide for academic vocabulary.</p>
<p>Social Studies:</p> <ul style="list-style-type: none"> • Item Skills Analysis and Practice 	<p>Students are identified for AIS in Social Studies by assessing four key areas of need in the essential skills listed in the NYS Social Studies Standards. Students are evaluated during each unit in Economics, Government, Civics, Geography, and History. Students receive intervention based on their performance on classroom tests and assessments. Based on the identification of specific areas of deficiency, small group and whole class instruction is then designed to target and address these needs. Students also respond to essential questions posed in each unit based on their understanding of the NYS Standards and writing of Informational Texts (CCRS). These responses are then assessed. Non-Fiction writing skills are then scaffolded and supported throughout the year based on these content area questions in order to assess progress. In addition, practice is provided in analyzing various types of primary sources including photographs, maps, letters political cartoons, and posters.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Attendance, Counseling, Health Related Issues, Referrals As part of their daily assignments with students, the Guidance Counselors have served as liaisons with parents and also as part of our Academic Intervention Teams on behalf of the students. They also address issues of maladaptive behaviors which may have an impact on learning as well as on social relationships within the school. In addition, they deal with self-esteem issues that arise as a result of academic struggles. The Guidance Counselors are asked to contact parents of students who have been excessively absent or who have created a pattern of absences. In addition, the Guidance Counselors have investigated student needs, such as health-related issues including vision and hearing. As this process takes place, some students are presented during PPC meetings for evaluation and collaborative discussions. Our guidance counselors also facilitate Peer Tutoring; Suicide Prevention, Behavior Modification Services, Bullying Programs, and Penny Harvest.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Counseling, Crisis Intervention, Pre-referral services. In addition to conducting the evaluation process for CSE, the School Psychologist serves as a support service for parents of children with disabilities who are entering the school and who require services offered under special education. This service includes pre-screening for academic difficulties, referrals to outside agencies, crisis counseling, and providing out-reach services to parents. The School Psychologist also serves as a member of the PPC.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Parent Outreach. The school Social Worker works with parents in the pre-referral stage of the evaluation process to determine if social and environmental conditions may be having an impact on a child’s performance. Whenever possible the Social Worker connects with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation.</p>

At-risk Health-related Services:

At P.S. 19Q, we have had two **Open Airways** classes this year. Each class is comprised of six sessions. During the classes, the Nursing staff taught the students how to recognize the symptoms of an impending asthma attack and what to do to prevent or minimize the severity of the attack. The children were taught about how asthma is triggered and how to avoid the attacks. The children's families were included in these sessions by means of newsletters and printed material translated into the languages of the community. In addition, the children were taught how to use a spacer and a peak flow meter. After a modeling demonstration, the students were required to repeat the procedure for the Nursing staff to show that they had learned the proper technique. The students were also asked to take an asthma pre-test and post-test to measure their level of understanding.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 1308 LEP 681 Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Minor Revisions-

- 1) Some of the Extended Day after school hours will be used for Project Hope which will target ELL students with a high aptitude for Mathematics. As an enrichment program, Project Hope targets language development in addition to providing enrichment in Mathematics. This after school program targets 50 - 60 ELL students and involves two classes that meet for two 60-minute sessions each week. Project Hope is a research program from St. John's University.
- 2) We will be replacing the educational consultants of the LEAP program with consultants from Early Stages. These consultants will provide an enrichment program for Kindergarten and/or first grade children as well as for some other upper grade ELL students. The Early Stages consultants will focus on storytelling through words and movement, providing services to 15 classes in blocks of six-week periods. They will also provide professional development for the teachers, and they will coordinate a culminating event to share with the parents.

Language Instruction Program: Project Hope

Title III Programs:

Activities:

After school program, Math ELL enrichment

Number of students to be served:

60 students

Grade Levels:

2nd Grade

Languages of instruction:

English

Times per day/week: program duration:

Twice a week for a total of three hours - from October to the end of May

Service provider and qualifications:

St John's University, ELL Research Department

Rational for the selections of programs and activities-

Project Hope is a research program from St. John's University that targets ELL students with high Math aptitude. As an enrichment program, it targets language as it provides Math enrichment. Project Hope involves an additional 60-minute program twice a week in Mathematics.

Title III Programs: Early Stages

Activities: Educational Consultants teaching students, giving professional development and gaining parental involvement

Number of students to be served: 385

Grade Levels: Kindergarten and First Grade/Upper grades

Languages of instruction: English

Times per day/week: program duration: 6-week blocks for 15, staff development sessions for all 15 teachers and culminating show.

Service provider and qualifications: Early Stages

Rational for the selections of programs and activities-
Program will provide targeted storytelling techniques, an subject on which we have worked during Inquiry. It is an area in need of improvement for our ELL students who have demonstrated difficulty with retelling when they were assessed by the TC Reading Running Record Service Provider.

Section III. Title III Budget

School: PS19Q **BEDS Code:** 342400010019

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$121,234	1,714.5 hours of per session for ESL and General Ed. teachers to support ELL Students: 1,714.5 hours x \$49.89 (current teacher per session rate with fringe) = \$85,536.41); Dual Lang. Coord..20- \$19,498; Paraprofessional. 20=10,166; Dual Language Teacher.20=\$19,498
Purchased services - High quality staff and curriculum development contracts.	\$24,393	LEAP-ALLL Active Learning Leads to Literacy Program 4classes year long program, Early Stages - 15 classes for storytelling. Six-week block sessions each, Staff Development, Math ELL Staff development, NYSABE conference
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$37,896	NYSESLAT practice materials, Content-ELL materials for after school program, NLA (Spanish) guided series and libraries, Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, professional books on ELL strategies
Educational Software (Object Code 199)	\$4,657	Imagine Learning English
Travel		

Other		
TOTAL	\$188,180	

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.
 - ❖ An informal survey was conducted in which the parents were asked to reflect upon their needs for translation. The Home Language Report (RHLLA) was also reviewed and used to analyze the number of and breakdown of languages spoken at school. The breakdown is provided by grade and by language in our Language Allocation Policy.

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.
 - ❖ An *RPOB* report generated from ATS enables us to identify by class each student's home language. This report, which will be kept in the main office in a Translation and Interpretation Binder, will be made available to all staff members.
 - ❖ The predominant language in our school population is Spanish. Therefore, all our documents are translated into the predominant language of our community. When translation into other languages is necessary, our in-house teachers and the Board of Education Translation Services are consulted. The other languages that make up a second and third sub-group in our school are Chinese and Bengali.

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.
 - ❖ Since Spanish is the predominant language of our school, all written communications are provided in both English and Spanish. We have bilingual secretaries, family assistants, teachers, and guidance counselors who assist us in translating all documents. On certain occasions, for very large documents or when the content of the letter uses very specific language, we will send documents for translation into Spanish to the Translation and Interpretation Unit.
For translations into other languages, such as Chinese and Bengali, and for documents of legal reference, we also seek the assistance of the Translation and Interpretation Unit. In other cases, personnel are available to read the document in English and interpret its contents in Chinese or Bengali orally, as needed or requested.

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.
 - ❖ We have personnel in our Main Office who speak Spanish and who are available for oral translations at any given time during school hours. The following personnel are always available for Spanish oral translation: two secretaries, a family assistant, the parent coordinator, and four guidance counselors. In addition, four of the five assistant principals, the principal, a number of paraprofessionals, teachers, school aides, and other staff members speak Spanish and are available for oral translation, especially during parent orientation, parent teacher-conferences, registration, parent association meetings and events, and all parent workshops. On Parent-Teacher Conference Days, besides the Spanish-speaking staff, additional bilingual teachers and paraprofessionals are hired on a per diem and per session basis to assist all staff members and parents who need help with oral translation. Several parent volunteers are also available during Parent-Teacher Conferences.
For Chinese and Bengali oral translations, we either make an appointment to have someone available for translation, or we call the Translation and Interpretation Unit for an interpretation via telephone conference. We will be hiring a bilingual Chinese school aide for Chinese oral interpretations since we have seen an increase of the number of families in our community whose home language is Chinese. There are also a number of per diem substitute teachers who work at P. S. 19 frequently and who assist with oral translation in Bengali. Several of these substitute teachers will also be hired for Parent-Teacher Conference Days in order to have Bengali interpreters available. In addition, P. S. 19 has purchased the microphone interpreters unit for use during meetings and workshops.

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>.
 - ❖ Parents will be notified through our Home Connection Newsletter, letters, and meetings of the Bill of Rights about information regarding interpretation and translation. Posters will be placed in a visible location in the lobbies of both the main building and

mini-building to welcome parents and to inform them about the translation services that are available to them. In the Main Office, there is also a binder that contains all pertinent information about who, how, and where to obtain these translation services.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,227,887	24,913	1,252,800
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,278.87	249.13	12,528
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	61,394.35	*	
4. Enter the anticipated 10% set-aside for Professional Development:	122,788.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100%____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PARENT ADVISORY COUNCIL BYLAWS Of P.S. 19 Q

APPROVED BY THE MEMBERSHIP ON 10/14/09

Irene Tellez
SECRETARY

Maria Quiroz
PRINT CHAIRPERSON'S NAME

SIGNATURE

DATE (OF SIGNING THIS FORM)

Noemi Varela
PRINT OFFICER'S NAME

SIGNATURE

PA Vice President
TITLE

DATE (OF SIGNING THIS FORM)

Article I – Name

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

Article II – Goals and Objectives

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

Article III - Membership

Section 1. Eligibility

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

Section 3. Voting Privileges:

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

Article IV - Officers

Section 1. Titles

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

Section 2. Term of Office

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

Section 3. Duties of Officers

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

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

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

Section 4. Election of Officers

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

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

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

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

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

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

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

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

4.4 Election and Use of Ballot:

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

Section 5. Transfer of Records

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

Section 6. Certification of the Election and Installation of Officers

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

Section 7. Vacancies

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

Section 8. Special Election Process

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

Section 9. Disciplinary Action

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

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

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

Article V - Executive Board

Section 1. Composition

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

Section 2. Meetings

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

Section 3. Voting

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

Section 4. Quorum

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

Article VI - Meetings

Section 1. General Membership Meetings

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

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

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

Section 2. Order of Business

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

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

Section 3. Quorum

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

Section 4. Minutes

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

Section 5. Special Membership Meetings

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

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

Section 6. Parliamentary Authority

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

Article VII – Standing Committees

Section 1. Standing Committees

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

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

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

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

Article VIII- Amendments

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

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

Signed By:

Chairperson _____

Secretary _____

(Month)

(Day)

(Year)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - ❖ See our Needs Assessment
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school programs, 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 who are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - ❖ We will distribute and target resources sufficiently to provide opportunities for all children to benefit from an enriched program by including an additional teacher in all classrooms during literacy. In this way, there will be ample opportunity to target instruction in a small group setting. We have included an array of AIS services designed to target students' needs on pages 33-40 of this document.
3. Instruction by highly qualified staff.
 - ❖ In addition, we have two literacy coaches and one math coach who each work on differentiated professional development by grade and based on teachers' needs. In addition, we have an F-Status staff developer who assists teachers in targeting students' needs for test sophistication and reading skills.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - ❖ P.S. 19 has purchased the services of Teacher's College for in-house staff development and also to allow teachers, coaches, and administration to attend workshops in the area of literacy.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - ❖ We provide weekly support during professional development study groups to continue to enrich and enhance professional growth in areas of need. These study groups will take into account the level of teacher expertise and needs of new teacher personnel.
 - ❖ We encourage opportunities to lead and mentor other teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
 - ❖ Parent Coordinator and Family Assistant present series of workshops dealing with literacy skills.
 - ❖ ESL for Parents program is being implemented.
 - ❖ Workshops dealing with strategies to develop literacy are presented.
 - ❖ An after school program for parent and students in Kindergarten and for in-coming Kindergarten students is presented.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - ❖ Weekly Study Groups by grade level often include sessions dealing with assessment and instructional programs.
 - ❖ Professional Book Club sessions are held throughout the year.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - ❖ All students receive enrichment AIS instruction in literacy by means of an additional teacher for classroom instruction during literacy periods.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - ❖ Nutritional programs as well as health programs, including Asthma Awareness Workshops, are presented by the School Nurses. The Guidance Counselors present programs involving bullying, violence prevention, and attendance compliances.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,227,887	✓	
Title I, Part A (ARRA)	Federal	✓			24,913	✓	
Title II, Part A	Federal	✓			494,794	✓	
Title III, Part A	Federal	✓			188,180	✓	
Title IV	Federal			✓	-	-	
IDEA	Federal			✓	-	-	
Tax Levy	Local	✓			8,198,077	✓	

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)
 - ❖ 4
2. Please describe the services you are planning to provide to the STH population.
 - ❖ P.S. 19 is deeply concerned with the needs of students in temporary housing. Students are provided with guidance and support, after school programs, and referral to the Office of Pupil Transportation in order to ease their transition to a new or temporary housing condition. Parent outreach is supported by an open door policy. The Parent Coordinator forms a strong link between the school and families in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 019 Marino Jeantet					
District:	24	DBN:	24Q019	School		342400010019

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	96.1	95.8
Kindergarten	281	288	284				
Grade 1	364	296	276	Student Stability - % of Enrollment:			
Grade 2	369	350	321	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	333	377	366		95.0	95.0	95.2
Grade 4	303	352	390				
Grade 5	307	305	344	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		73.5	79.6	79.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	259	300
Grade 12	0	0	0				
Ungraded	0	14	14	Recent Immigrants - Total Number:			
Total	1957	1982	1995	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					45	46	70

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	48	60	Principal Suspensions	11	9	9
# in Collaborative Team Teaching (CTT) Classes	44	42	66	Superintendent Suspensions	3	0	2
Number all others	106	113	106				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	198	31	TBD	Number of Teachers	137	136	138
# in Dual Lang. Programs	124	145	TBD	Number of Administrators and Other Professionals	26	26	18
# receiving ESL services only	1117	1098	TBD				
# ELLs with IEPs	2	164	TBD	Number of Educational Paraprofessionals	8	8	17

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.8	94.9	99.2
				% more than 2 years teaching in this school	73.0	79.4	90.6
				% more than 5 years teaching anywhere	56.9	64.7	72.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	93.5
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	97.9	97.8	97.1
Black or African American	0.3	0.3	0.3				
Hispanic or Latino	90.3	88.9	90.1				
Asian or Native Hawaiian/Other Pacific	8.1	9.5	9.3				
White	0.9	0.7	0.3				
Male	50.7	50.8	51.0				
Female	49.3	49.2	49.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 204	District 24	School Number 019	School Name Marino Jeantet
Principal Mrs. Genie Calibar		Assistant Principal Mrs. Ivette Casado-Faya	
Coach Mrs. Kristen Morris		Coach Ms. Ellen Peruche	
Teacher/Subject Area Mrs. Carmen Montas, Dual Lang.		Guidance Counselor Mrs. Laura Jett	
Teacher/Subject Area Ms. Michele Morales, ESL		Parent	
Teacher/Subject Area Mrs. Maria Gatanas, ESL		Parent Coordinator Mrs. Josette Pachecho	
Related Service Provider Mr. Justin Thompson, A.P.		Other Mrs. Clara Montoya, Trans.	
Network Leader Mrs. Diane Foley		Other Mrs. Anna Gemma, Testing Coord	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	14	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1989	Total Number of ELLs	1206	ELLs as Share of Total Student Population (%)	60.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	1	1	1	1								4
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
Self-Contained	0	1	1	1	1	1								5
Push-In	12	12	13	13	14	12								76
Total	14	15	17	17	18	16	0	0	0	0	0	0	0	97

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	1206	Newcomers (ELLs receiving service 0-3 years)	885	Special Education	103
SIFE	7	ELLs receiving service 4-6 years	321	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26	0	0	0	0	0	0	0	0	26
Dual Language	116	0	0	27	0	0	0	0	0	143
ESL	743	2	53	294	5	23	0	0	0	1037
Total	885	2	53	321	5	23	0	0	0	1206

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	5	6	8	7								26
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0	0	5	6	8	7	0	26						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	36	10	26	3	22	10	23	13	16	9	18	13							141	58
Chinese	0	0	1	0	0	0	0	0	0	0	0	0							1	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other	0	0	1	0	0	0	0	0	0	0	0	0							1	0
TOTAL	36	10	28	3	22	10	23	13	16	9	18	13	0	0	0	0	0	0	143	58

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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): 143

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 1

Hispanic/Latino: 141

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	213	166	176	196	223	150								1124
Chinese	2	4	5	3	5	2								21
Russian	1	0	0	0	0	0								1
Bengali	2	1	3	4	3	2								15
Urdu	0	2	1	1	1	1								6
Arabic	0	1	0	0	2	1								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	1	1	0								2
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	5	8	5	2	5	8								33
TOTAL	223	182	190	207	240	164	0	1206						

Part IV: ELL Programming

A. 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.

Instructional Information for ELLs:

P.S. 19Q's student population is comprised of a large number of English Language Learners (approximately 1200), distributed in all grades. All school programs are structured to afford equal access to all school programs. Being fully aware of the needs of these students, increasing challenges, moving targets and high expectations, we have structured our English Language Learners Instructional Programs as follows:

Data Collection:

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually in order to align instruction and meet their differentiated needs. We assess our students periodically through individual student profiles in order to measure their progress and monitor instruction. On these profiles a history of years or service, three year tracking of NYSESLAT, LAB Scores and combined proficiency levels for the purpose of analyzing language proficiency levels in all four modalities as measured on the NYSESLAT. Annual goals are set for reading, writing, language and mathematics in order to enable students to acquire proficiency levels in addition to the four communication modalities (listening, speaking, reading and writing). In addition, the Common Core Standards for Speaking, Listening and Language will be used to align instruction in order to ensure that all students will be college and career ready.

Delivery of Instruction:

Our school follows a Balanced Literacy Model which includes Read Aloud, Independent Reading, Guided Reading, Partner Reading, Shared Reading, book talks, the use of leveled texts, and classroom libraries to achieve their mastery of all communication skills. In these Instructional Programs, the teachers' begin by using the students' Basic Interpersonal Communication Skills (BICS) to build a scaffold for the

development of Cognitive Academic Proficiency (CALP) as associated with academic language. Our staff is highly aware of the research (Dr. Lilly Wong-Fillmore et. al.) that supports the correlation between the English Language Learners inability to understand academic language and their ability to complete more cognitively demanding tasks. Keeping this research in mind, infrastructure and instructional practices have been set in motion at P.S. 19Q to assure that our students are challenged with instructional planning that address academic rigor, language structure, academic vocabulary through the use of materials that include texts that are appropriate for grade level, are complex and challenging.

Within these daily lessons, teachers when necessary are supporting their instruction through cooperative teaching and push-in small group instruction with their ESL teacher that targets instruction at their specific language proficiency level and skill progress in order to allow for opportunities for production of language both in verbal and written form. Rubrics, postings of the unit goals and tasks, emphasis on ongoing evaluation of measurable pupil performance and product development, and work folders are used as instructional tools in order to align instruction with the units of study within the standards-based curriculum. This ideology allows the student and teacher to set expectation and goals for instruction. Other school personnel, such as AIS teachers, offer differentiated instruction for our students. These lessons are prepared according to student need and target key deficiencies and elements at their level. Through small group instruction, the use of leveled libraries that reflect student proficiency, AIS services and differentiated instruction we strive to meet the needs of the individual student both in social and academic skills. A key element this year will be to include more opportunities for academic discourse and the application of Tier II vocabulary through Accountable Talk, Effective Questioning Techniques and informal and academic contexts. Ultimately, we hope that these opportunities for comprehensible input and output will reflect a major component of the Core Curriculum; Point of View and Argument.

Other instructional strategies implemented are the use of rubrics and tasks to improve and align instruction for the individual student and give students a clear expectation for their learning. need. When applicable, testing accommodations are also followed as indicated and necessary for individual students. Accommodations such as Bilingual glossaries have also been purchased in the language of the community in order to help the students meet the challenges of daily translation and testing accommodations: ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding Techniques. Varied and individual strategies are also used to ensure that ELL students meet the New York State Learning Standards, New York State ESL, NLA Standards and achieve proficiency levels as required for their grade. In addition, Students are also enrolled in other programs such as: Academic Intervention Services, before and after school instruction, as well as Saturday Literacy and Math programs.

Long Term ELL's:

Although our school has a large number of ELL students, we currently only have 7 SIFE students. Careful monitoring of interrupted schooling and tracking of their proficiency levels allows for differentiated instruction that supports student needs. Support from other school based personnel such as the Guidance Counselor, which would address emotional and family support, and other related service teachers, instructional tracks are developed to ensure that we are focusing both on the child's language development and grade level benchmarks. In order to meet the needs of our Long-Term ELLs we have established a ESL push-in model within flexible small group instructional settings using research-based ESL methodology in which both teachers work collaboratively for instruction. Established partnerships, book talks and an integration of Accountable Talk within the Workshop model allow for increased framed discussion from which students develop and practice language. Within each classroom, leveled libraries and a variety of books for both student interest and gender also support literacy instruction. Fortunately, our classrooms are also equipped with technology that support programs such as RAZ Kids, Foundations, LEAP Frog, Imagine Learning and Leap Track which are among some of the materials that supplement student instruction. After school Programs such as Extended Day, Saturday Academy and Early Bird also allow for us to target a selected group of children based on data and student progress.

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

After school Programs such as Extended Day, Saturday Academy and Early Bird also allow for us to target a selected group of children based on data and student progress.

As always, former ELL's (for up to two years), ELL's and Special Education Students are allowed testing accommodations.

Differentiation of Instruction for Transitional Bilingual Education:

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

Differentiation of Instruction for Dual Language Program:

- Use of languages are defined by dual language program

Class library are clearly defined and readily available materials in both languages

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.

NLA Usage/Support	TBE	Dual Language	Freestanding ESL
100% Several meetings were scheduled for parents interested in the Dual Language Program. One meeting is scheduled during the day, and one is planned during the evening in order to give all parents an opportunity to attend. During these meetings, a detailed flyer is distributed to the parents and a PowerPoint presentation is presented. A supplementary book is also distributed to the parents to symbolize the school's commitment to education.			
75% In June, we will also have a parent orientation for incoming kindergarten students. This workshop is for the purpose of explaining our school's instructional models and discuss goals and expectations of our Dual Language Program. In August, we have another parent orientation for students who are eligible for LAB-R Testing and introduce the programs available in the school.			
50% Differentiation of Instruction for English as a Second Language			
25% Teachers model the language expected to achieve			
100% Use of technology based programs such as Achieve 3000 and Imagine Learning			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

New Admits:

In order to ensure that we are addressing the needs of our newly enrolled students, supplementary programs that are in alignment with the NYS Standards are offered at P.S. 19. These programs are designed to enhance literacy skills as well as provide support in content areas. We also encourage that parents attend ELL Parent Conferences and Parent Orientation meetings.

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

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

B. 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.
- What language electives are offered to ELLs?

	per week		
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

All of the following English Language programs serve as an additional method of differentiated instruction that use instructional materials and methodology that meet the needs of our ELL community. These programs serve the three programs in existence in our school (Dual Language, Transitional Bilingual and Free Standing ESL) for our ELL and former ELL students. The programs can change according to student needs, targeted sub-groups and NYS mandates.

- Foundations
- LEXIA (ELA)
- Leap Track
- Leap Frog
- Reading Recovery
- Schools Attuned Philosophy
- Imagine Learning
- RAZ Kids
- LLI
- ALLL
- Early Bird- After the Bell, Best Practices in Reading, STARS-for 1st time test takers, Three Steps to Reading Success, Comprehensive Reading Assessment (CARS), Strategies for Success, Finish Line Reading, 37.5
- And NYS- ELA Coach
- Extended Day: Read, Write, Edit and Listen, Saturday: Read, Write, Edit and Listen

New Arrivals:

Due to the fact that most of our students are within the 0-3 years of ESL service sub-group (885 students) , we need to provide all students with an equal opportunity to access to all support services. Our inquiry teams have helped to spread our research and findings throughout the school to impact all ELL's, which are ultimately found in all our classrooms. These opportunities are available both within the school day and extended day in order to maximize instruction. Therefore, all the above-mentioned intervention strategies and programs with the addition of specialized extended day programs for first-time test takers are available for our ELL's

Having identified that our ELL population has significant difficulty with math exam, our school provided ELL students with a program that target their specific needs. Using ESL methodologies for instruction, the students were given math instruction specifically including content area vocabulary to improve their mathematical proficiency levels.

Mathematics:

- Small Group Skill Intervention Using EDM
- Early Bird Program
- Minute Math
- Problem Solving Strategies
- Focus on Math
- Extended Day
- Saturday Academy
- Math ELL Initiative
- Elements of Daily Math
- New York State Coach Book (March to March Indicators)
- Houghton Mifflin Math
- Project Hope
- Math Inquiry Team

Math ELL Initiative

The goals of the program were to:

- Gain insight into the culture, language development, and mathematics strategies for the ELL population
- Deepen the pedagogical content knowledge in mathematics
- Learn how to develop academic knowledge through classroom mathematical discussions
- Use manipulatives to model mathematical concepts
- Improve the questions teachers ask during math lessons
- Project Hope is a research program from St. John's University. It target ELL students with high Math aptitude. As an enrichment program it targets language as it provides Math enrichment. It is an additional 2 sixty minute program of

C. Schools with Dual Language Programs

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

The Spanish-English Dual Language program at P.S.19 has just begun its sixth year of operation. It now consists of a full K-5 academy with the addition of the fifth grade classes this school year. The program model used is the 50/50, side by side model with two classes per grade.

Language separation occurs by teacher and physical classroom. Each grade has one English teacher with a separate "English" classroom and one Spanish teacher with a separate "Spanish" classroom. Students in all grades switch language classrooms on a daily basis, thereby being exposed to English and Spanish equally over the course of a two week period (alternate day or rollercoaster method).

In grades K and 1, English Proficient students receive approximately 40% of instruction in the target language. Beginning in grade 2, all students, regardless of English proficiency, receive approximately 50% of their instruction in the target language (Spanish).

All homeroom classes are integrated with approximately equal numbers of English Proficient students and English Language Learners.

In grades K and 1, students spend all but the two literacy periods of the instructional day integrated in this manner. Emergent literacy is taught using the native-language-first (sequential) approach; therefore, during the two periods of literacy for K and 1, students are grouped by language dominance on a daily basis. In these grades students receive Math, Social Studies and routine instruction from the classroom teachers in the language of the classroom (equates to 50% of instruction in target language and 50% in English due to alternate day method).

Starting in grade 2 and through grade 5, students remain integrated for the entire instructional day. In these grades students receive literacy, math and routines instruction in each language 50% of the time, using the alternate day method.

Content areas (Science, Social Studies, Art, Music, Library, and Physical Education), taught by cluster teachers, are taught mostly in English to the integrated classes in all grades. A bilingual Science and Social Studies cluster teacher provides instruction in both languages to alternating grades (For example, Social Studies to grade 2, Science to grade 3, Social Studies to grade 4).

D. Professional Development and Support for School Staff

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

Resources and Support

Staff Development (2010-2011 activities):

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

ESL/Bilingual/Dual Language Teachers. The professional development program will also target the needs of our ESL teachers and classroom teacher servicing our ELL population. Topics will include: ESL/Bilingual/Dual Language Methodologies, Second Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques, use of ESL Methodology during Guided Reading, academic language through content area, Cultural Awareness, Math ELL Initiatives and Everyday Math, Assessment/Data collection, Learning from Students Work, Performance Gains, and Skills Item Analysis.

Improvements for the upcoming school year.

Implementation of Common Core Standards for Language (K-5)

Use of texts that are complex and appropriate for grade

Development of additional Inquiry Teams which focus on closing the achievement gap for ELL through Building Academic Vocabulary

Intensive instruction in phonological awareness in order to build decoding skills

Opportunities for use of sophisticated vocabulary through Accountable Talk opportunities

Monitoring for Self-Meaning

Building of stamina and fluency through independent reading

The use of materials, anchor charts, visual aids to instruction

Identification of language goals and specific tasks for student assessments and expectations

And cultural connections

Gain insight into the culture, language development and mathematic strategies for the ELL population

Deepen the pedagogical content knowledge in mathematics

Learn how to develop academic knowledge through classroom mathematical discussions

Use manipulatives to model mathematical concepts and provide additional differentiated instruction

Improve the questions teachers ask during math lessons to include student reasoning and the "Why"

E. Parental Involvement

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

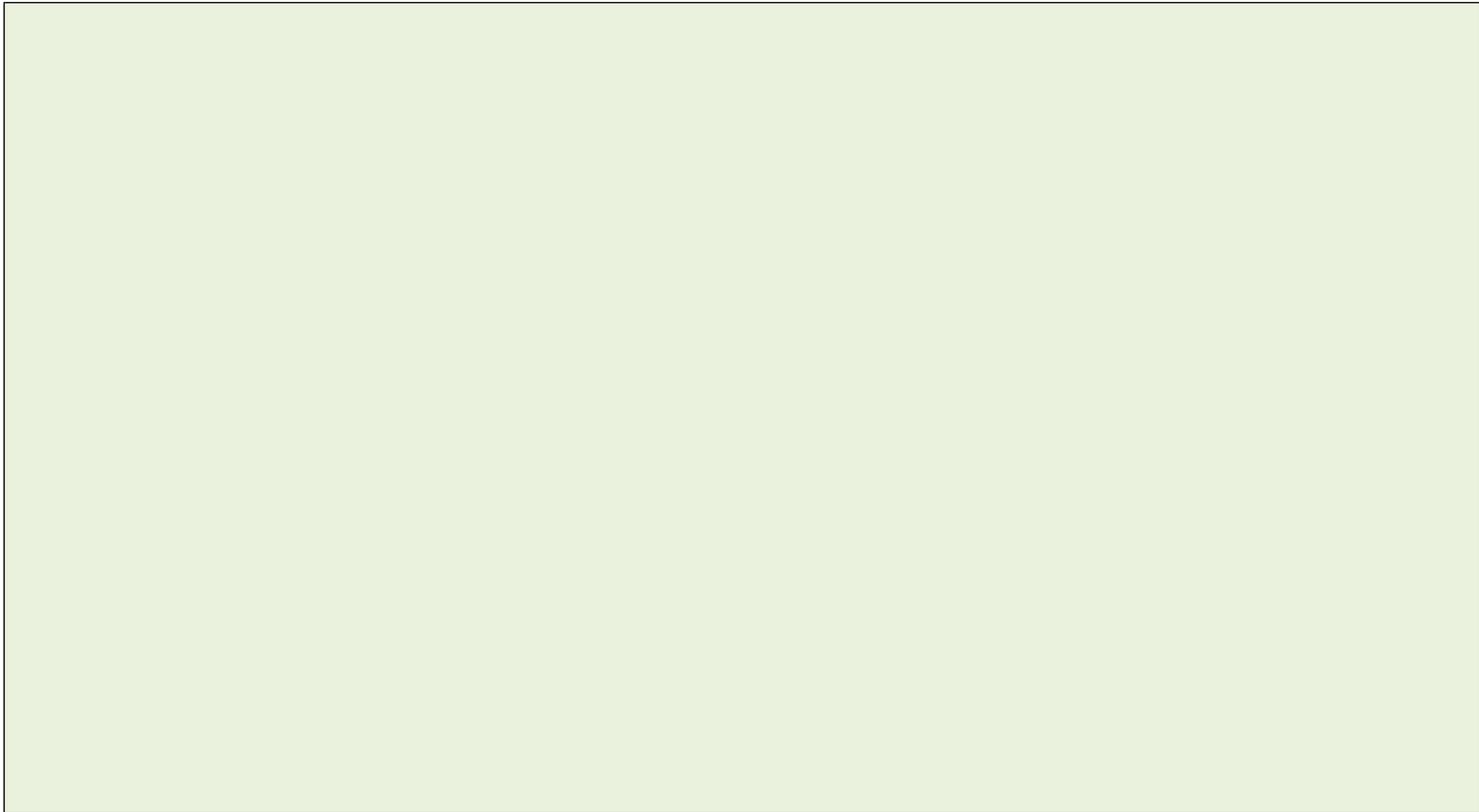
Parent/community involvement:

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

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

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

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



Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	143	57	29	21	19	19								288
Intermediate(I)	0	106	57	82	55	34								334
Advanced (A)	80	21	102	110	160	111								584
Total	223	184	188	213	234	164	0	0	0	0	0	0	0	1206

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	4	4	7	3	10							
	I	3	36	17	8	6	22							
	A	0	70	118	95	111	76							
	P	1	50	27	94	90	90							
READING/ WRITING	B	3	38	19	13	7	31							

	I	1	101	47	82	46	50							
	A	0	15	56	106	152	109							
	P	0	6	44	3	5	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	66	157	116	25	364
4	33	156	138	10	337
5	32	124	110	23	289
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	29	1	120	5	141	3	77	2	378
4	9	5	91	7	139	1	97	1	350
5	11	2	75	9	110	3	95	0	305
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	10	0	40	0	167	0	128	0	345
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	32	0	21	0	193	0	57	0	303
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	4	21	23	0	1	9	51
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

Analysis of Data:

In compliance with the chancellors initiatives of implementing and monitoring assessment for ELLs analysis of the NYSESLAT and ELA and Math assessment, we found that:

Subgroup- English Language Learners

According to the results of the 2010 NYS ELA Test our English Language Learner Subgroup:

166 out of the 610 students (27%) tested in grades 3,4 &5 received a Level 3 or Level 4

318 out of the 610 students (52%) tested in grades 3,4, &5 received a Level 2

122 out of the 610 students (20%) tested in grades 3,4, &5 received a Level 1

Grade Three:

Of the 250 students tested:

57 students (23%) received a Level 1

122 students (49%) received a Level 2

71 students (28%) received a Level 3 or 4.

Grade Four:

Of the 208 students tested:

33 students (16%) received a Level 1

121 students (58%) received a Level 2

54 students (26%) received a Level 3 or 4.

Grade Five:

Of the 152 students tested:

32 students (21%) received a Level 1

78 students (51%) received a Level 2

42 students (28%) received a Level 3 or 4.

Subgroup- English Language Learners: * For the 2009-2010 Progress Report, we did receive additional credit for English Language Learners and in Mathematics .

According to the results of the 2010 NYS Mathematics Test:

340 out of the 653 students (52%) tested in grades 3,4 &5 received a Level 3 or Level 4

261 out of the 653 students (40%) tested in grades 3, 4, &5 received a Level 2

52 out of the 653 students (8%) tested in grades 3, 4, &5 received a Level 1

Grade Three:

Of the 264 students tested:

27 students (10%) received a Level 1

106 students (40%) received a Level 2
131 students (49%) received a Level 3 or 4.

Grade Four:

Of the 221 students tested:

14 students (6%) received a Level 1
82 students (37%) received a Level 2
125 students (56%) received a Level 3 or 4.

Grade Five:

Of the 168 students tested:

13 students (8%) received a Level 1
71 students (43%) received a Level 2
84 students (50%) received a Level 3 or 4.

Our overall NYSESLAT results revealed that:

Students in Kindergarten, First and Second grade seems to move from beginner to Advanced Levels more consistently than in the upper grades. Beginning in third grade the students begin to struggle and do not make significant gains in the Advanced and Proficient Proficiency Levels. This may result in the “stall” students encounter with language and comprehension when faced with complex texts and academic vocabulary. Although, we did make gains in the overall number of ELL students who reach the proficient level, it is not yet sufficient to reach the same gains in their ELA exam.

Our modality analysis revealed that:

First Grade:

- V the majority of our students are in the Advanced Level in Listening and Speaking
- V the majority of our students are in the Intermediate Level in Reading and Writing

Second Grade:

- V the majority of our students are in the Advanced Level in Listening and Speaking
- V the majority of our students are in the Advanced Level in Reading and Writing

Third Grade:

- V the majority of our students are in the Advanced Level in Listening and Speaking
- V the majority of our students are in the Advanced Level in Reading and Writing

Fourth Grade:

- V the majority of our students are in the Advanced Level in Listening and Speaking
- V the majority of our students are in the Advanced Level in Reading and Writing

Fifth Grade:

- V the majority of our students are in the Proficient Level in Listening and Speaking
- V the majority of our students are in the Advanced Level in Reading and Writing

Additional Information

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

Additional Information

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		