



**PUBLIC SCHOOL 19
31R019**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

2010-2011

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

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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

SCHOOL CONTACT PERSON: Mary Petrone, Principal **EMAIL ADDRESS:** mpetron@schools.nyc.gov

POSITION/TITLE **PRINT/TYPE NAME**

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

PRINCIPAL: Mary Petrone

UFT CHAPTER LEADER: Jeanne Raleigh

PARENTS' ASSOCIATION PRESIDENT: Tabitha Parker-Badmus

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN)** ICI

SSO NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Mary Petrone	*Principal or Designee	
Jeanne Raleigh	*UFT Chapter Chairperson or Designee	
Tabitha Parker-Badmus	*PA/PTA President or Designated Co-President	
Linda Homme	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lana Shapiro	Member/Teacher	
Evelyn Rosario	Member/Teacher	
Marilou Saladis	Member/Secretary	
Vivian Porcu	Member/Teacher	
Maria Farano-Rodriquez	Member/Parent	
Yakima Browne	Member/Parent	
Fabia Rivera	Member/Parent	
Deborah Shand	Member/Parent	
Tandum Lett-Norris	Member/Parent	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

In partnership with parents and community, we believe:

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

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

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

- Math skills will continue to emphasize problem solving and attainment of secure goals in all grades using Everyday Math. New performance assessments in Math will be emphasized. Teachers will initiate differentiated math programs that increase Math success. (Larsen's Math, Performance Series Administered two times in the school year, Acuity System – as funding permits). Practice tests and interim assessments will be administered so that teachers can measure student progress and utilize assessment results to plan instruction. Parent involvement and training will focus on enhancing our student's math skills, particularly our ELL population.
- A rigorous analysis of student data through established purpose driven Teacher Teams will be the emphasis of professional development.
- Teachers will effectively use specific assessments to provide comprehensive information about their students' strengths and weaknesses and create short term goals for student groups.
- Teachers comprehensively use data available to align instruction for groups of students.
- Science learning continues to grow with two clusters and labsites. The focus will be on content and hand on learning for all grades. Differentiated Activities based on student deficiencies and strengths will enhance student learning.
- Social Studies will be project-based learning in alignment with standards for each grade and utilizing the methodology of Independent Investigative Method of Learning. Differentiated Activities based on student deficiencies and strengths will enhance student learning.
- Arts continue to flourish with a rigorous standards based instruction. We infuse music, art, dance and theatre into our regular everyday curriculum for all grades through cluster programs, enrichment programs, residencies and partnerships.
- SEM/School Enrichment Model – We are in our 4th year of this initiative. We offer our 4th and 5th grade students to select internships of their interest and to go deeper into knowledge and experience of these areas of interest.
- Cookshop Enrichment Cluster for 1st and 2nd grade students will offer students deeper knowledge of nutrition and healthy lifestyle.
- Wagner College Service Internship 4th grade students in Book Clubs during lunch period on Fridays. Museum visit and art activities will enhance experience.

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 The Curtis School								
District:	31	DBN:	31R019	School BEDS Code:	353100010019				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	0	0		94.2	94.4	TBD		
Kindergarten	86	99	95	Student Stability - % of Enrollment:					
Grade 1	121	111	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	133	123	121		92.2	92.8	TBD		
Grade 3	83	126	108	Poverty Rate - % of Enrollment:					
Grade 4	111	89	121	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	87	109	86		71.7	70.8	84.5		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		6	15	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	6	4		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	3	2	4	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	660	659	645						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	47	46	45	Principal Suspensions	10	15	TBD		
# in Collaborative Team Teaching (CTT) Classes	28	33	40	Superintendent Suspensions	0	1	TBD		
Number all others	48	54	47	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	11	11	10	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	98	91	104	Number of Teachers	46	51	TBD		

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	1	2	40	Number of Administrators and Other Professionals	12	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	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	89.1	96.1	TBD
				% more than 2 years teaching in this school	71.7	74.5	TBD
				% more than 5 years teaching anywhere	65.2	66.7	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)	91.0	90.0	TBD
American Indian or Alaska Native	0.9	1.1	0.8		100.0	93.6	TBD
Black or African American	19.2	20.6	19.8				
Hispanic or Latino	55.9	53.9	55.2				
Asian or Native Hawaiian/Other Pacific Isl.	6.7	6.4	6.5				
White	17.3	18.1	17.4				
Male	51.8	52.7	53.5				
Female	48.2	47.3	46.5				
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/Diferentiated 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:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
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	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	56.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	10.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
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.							
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							

SECTION IV: NEEDS ASSESSMENT

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

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

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

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

Another distinction of PS 19 is that we are focused on genuine and authentic learning by interest. We have forged School Enrichment Model internships in all 4th and 5th grades. Our Professional Development will be differentiated. Topics teachers can select will be based on both interest and identified need. Collegial Learning Walks were added to our PD offerings this year so that PS 19 teachers can build capacity from support of their colleagues, which use hands-on project based learning workshop model as their framework for instruction. Students are exposed to healthy living through a comprehensive physical education and health program.

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

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

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

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

Our last Quality Review indicated that we should work to address the following items as next steps in our work to advance student achievement.

- To use students' data to set realistic but rigorous, measurable goals to promote student, classroom and grade progress.
- Extend differentiation to provide greater challenge to individual and groups, particularly in independent learning times.

- Plan professional development strategically, to enable teachers to share good practice and further promote differentiated instruction.
- Extend school plans to include interim goals to measure student progress and to inform the next stages of planning.

Our Learning Environment Survey Results for 2009-2010 indicated areas in which we would like to improve. We received the lowest score on our Teacher Survey in the area of engagement.

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

- Increase in Collaboration among faculty in steering decisions
- More PD with teacher on Specialized Practices and Building Capacity using collegial techniques
- Teacher involvement in structuring PD for their grade.
- Goal setting for individual, grade and for students as bottomline 2010-2011 expectation.

Therefore, the following teams will be established to have teacher teams work collaboratively to plan curriculum; to review student's outcomes and to set education goals.

- Professional Learning Communities for each grade level will meet weekly. These teams are mandated to collaboratively look at student work; to analyze data, to review and revise pacing/curriculum maps throughout the year; to make instructional decisions for practice and to turnkey professional development. Clusters are assigned to a PLC team where they teach the most classes. These teams will also focus on common core state standard turnkey.
- Grade Level inquiry. Teams will meet twice a month and will focus on improving student outcomes for their lowest third students. Inquiry teams will establish a focus based on data and then make instructional decisions. Teams will review, modify and/or change goals as they continuously look at student progress.
- The Core Inquiry Team will be comprised of general/special ed/ELL teachers for each grade level; administration and support staff. This team will meet twice a month. The mandate for this team is to analyze trends in data schoolwide; to implement professional development to rollout in PLC for the Common Core Stands and to have cross-grade collaboration in the work being done in PLCs and Inquiry teams.
- The PET (ELLs) Inquiry Team will analyze data on ELL performance and will make a cohesive instructional plan to improve the progress of our ELL students. This team will comprise of administration; ELL teachers (both classroom and ESL) as well as staff from Hunter College BETAC team and DOE. The team will meet twice a month.

Additionally, another primary focus for PD in 2010-2011 will be integrating Common Core State Standards (CCSS) in our current unites of study in all core subjects. Through the Understanding by Design Model, teachers will review pacing calendar and being to integrate the CCSS goals beginning with ELA. This will give teachers to continue to address out students' need to deeply understand text, specifically informational, and to go deeper by reading, writing, speaking, listen, understand and interpreting information across many texts as well as in content areas. This work will be done in Professional Learning Communities as well as Inquiry Teams.

Top Priorities for 2010-2011

The top priority for PS 19 is to improve student achievement. We are committed to providing effective instruction that challenges and enables students to achieve high standards in an environment that is both nurturing and safe. We have targeted the following areas as priorities for the 2010-2011 school year.

1. To focus on Assessment and Accountability for each student by incorporating uniform assessments at benchmark intervals in CORE subject areas and driving instruction to meet individual student needs.
2. To analyze data and set goals for students while aligning instruction designed to meet individual student needs.
3. To monitor results of data to determine if supports and/or enrichment are advancing students outcomes.
4. To continue to implement a Standards based curriculum using NYC Uniform Literacy and Everyday Math programs.
5. To continue to go deeper in ELA practices with emphasis on guided reading and writing groups as well as Readers/Writers Workshop Practices
6. To continue improvements in mathematics instruction using open ended questions as well Calendar Math Interactive Activities.
7. To continue to utilize Principal and Assistant Principals to supervise, monitor and/or turnkey, support schoolwide and district initiatives.
8. To continue to utilize RTI, instruction personnel and after school programs to target needs of specific students in our lowest third as well as high 2s and low 3s.
9. To continue differentiation of instruction based on student ability level with a focus on our growing ELL population.
10. Using outside agencies and parent coordinator to promote communication and involvement with all parents but to outreach especially designed programs for parents of ELLs.
11. To build Teacher Teams to support this work specifically.
 - (Professional Learning Communities) teams to focus on artifacts of student work, implications of student work and collaborative remedies to move the quality of the work forward.
 - Inquiry Teacher Teams – A deep analysis of the bottom 1/3 students on the grade and a collaborative teacher effort to analyze the data, interpret the results and provide suggestions on strategies/skills which will systemically provide greater student success.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Principal's Name: Mary Petrone

School Name: 31r019

Goal Number 1	
Goal	<p>Describe your goal.</p> <p>To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Reading strategies developed through Inquiry work will be replicated by majority of classroom teachers for use with their lowest and highest achieving students which will result in 50% of all PS 19 students advancing at least 1 Reading Level by June 2011. This is a 10% increase from the 2009-2010 Reading Goal.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Each grade will select a reading focus goal through TC assessment data, which will reveal a need for grade wide advancement. Teachers on each grade will meet in Teacher Teams 2x a month to look at the trends in the data of this Reading Assessment. Targeted students on the grade would be identified and then teachers will plan instruction and identify benchmark assessments, and reevaluate based student outcomes.</p> <ul style="list-style-type: none"> ○ Staffing – Classroom Teachers ○ Scheduling – 2x a month – Teacher Teams focused on Inquiry work. ○ Funding – Within the confines of their scheduled teacher salary ○ Daily Instruction on Reading Disciplines Designed to Meet Student Need
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Through TC data 50% of students will advance at least 1 reading level from 9/10 – 6/11</p>

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

Goal Number 2	
Goal	<p>Describe your goal.</p> <p>Teachers will effectively use specific resources and tools to assess and analyze comprehensive information about their students' strengths and weaknesses.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>85% of all classroom teachers will become well developed in using ARIS and/or TC Pro, unit tests, teacher conference notes/running records and student work products to plan instruction. Content Specialists will utilize data, as provided by classroom teachers to address student needs. By June 2011, 85% of all observation reports will include supporting information to evidence this goal</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teacher will collect and analyze data from the following:</p> <ul style="list-style-type: none"> ▪ K-5 – TC Assessment (3x a year) ▪ Unit tests, conference notes, running records will be used as documentation by each teacher ▪ Predictive and Ed Performance Assessments will be administered in ELA and Math 2x a year ▪ Teachers will review the results of these assessments on ARIS ▪ Teachers will plan instruction for individual and small group of students based on their findings <ul style="list-style-type: none"> ○ Staffing – All classroom teachers ○ Scheduling – Ongoing and at scheduled PDs ○ Funding – Within the confines of their schedule teacher salary
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ▪ Attendance Sheet and Agenda provided by each grade leader or administrator for selected Teacher Team meetings. ▪ Pre/Post Observation Reports will refer to at least one of the data information systems as described above as used by the teacher in readiness for the lesson observed.

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

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>90% of all classroom teachers will arrange groups to work on specific skills and target students for individual/small group support on weekly basis. By June 2011, 90% of all observation reports will evidence that teachers use data to align instruction for ability level groups.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Teachers employ the principles of differentiated instruction, such as content, process or product.. • Teachers assimilate instruction to match that the work provided for each student effectively supports students' needs. • Teachers refer to trainings and schedules provided for them (as evidenced in PD binder 2009-2010) and 2010-2011 to enhance their knowledge in constructively improving student progress as it pertains to methodology of teaching differentiation within the standard driven curriculum. • Teachers will infuse small group work by using strategy, guided and enrichment groups within their instructional weekly plans. <ul style="list-style-type: none"> ○ Staffing – All teachers ○ Scheduling – as defined by the teacher's Flow of the Day ○ Funding – within the confines of their scheduled teacher's salary
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Pre/Post Observation Reports will evidence the information of differentiated instruction in the subject area of observation • Documentation in classroom teacher's records to document evidence of differentiated group instruction • Flow of the Day – A daily agenda which lists subjects, teaching points and differentiated schedules/groups will be reviewed by administrators at intervals throughout the school year to insure this type of instruction is in effect.

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

Goal Number 4	
Goal	<p>Describe your goal.</p> <p>A rigorous analysis of student work, data and best practices will be the emphasis of professional development to support improved student achievement.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Teacher Teams will be scheduled to work on</p> <ul style="list-style-type: none"> ▪ Using data, by June 2011, at least one Inquiry Teacher Team Meeting will show evidence that by strategic decisions about how grade teachers use data to advance students in specific skills as measured by improved student achievement in Assessment Reports would be included on their monthly agenda.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> ▪ Work with grade colleagues to review student performance. ▪ Administrators will monitor, in a variety of ways, the outcomes, agendas, attendance and minutes of these scheduled Teacher Team Meetings <ol style="list-style-type: none"> 1. 40 minutes of collaboration among grade colleagues per grade one day a week – Professional Learning Communities Agendas set by grade colleagues. 2. 2 preps per month (Grade Mtg) plus an additional prep Inquiry Teacher Teams – Focus on Inquiry Work <ul style="list-style-type: none"> ○ Agenda set by Grade Colleagues to focus on student performance of targeted students in each class, review of their student work products and collegial planning to infuse specific strategies/skill to advance student outcomes 3. A block of 35 minutes per month will be scheduled for teachers to get PD on pertinent school topics (Faculty Conference). <ul style="list-style-type: none"> ○ Agendas set by presenters. ▪ Teachers will conduct intervisitation to a grade colleague one grade above and one grade below to observe practice in a particular subject area and then review performance trends for that group of students. ▪ Establish CORE Teacher Teams with representatives from all grade colleagues to facilitate and share out grade level work, emphasis on Common Core Standards ▪ Establish CORE PET (Performance Evaluation Toolkit). Team to review practices as it relates to mandated ELL students, emphasis on Common Core Standards. <ul style="list-style-type: none"> ○ Staffing - All teachers ○ Scheduling – As described above ○ Funding – within the confines of their scheduled teacher's salary
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Attendance, Agenda and Minutes of each Teacher Team meeting recorded and placed in a Professional Support Binder for 2010-2011. • Administrators will monitor, in a variety of ways, the outcomes, agendas and attendance at these scheduled Teacher Team Meetings.

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

Goal Number 5	
Goal	<p>Describe your goal.</p> <p>To improve student achievement by redesigning our curriculum maps to be in alignment with the Common CORE Standards.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011 the Literacy maps and/or pacing calendars will show some alignment to Common Core Standards in 100% of all K-5 grades.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> ▪ Inquiry Groups will work on analyzing, adapting and realigning the curriculum maps to reflect infusion of Common Core Standards within our current standard driven work ▪ Teachers will begin to use the CORE standards when looking at student work
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>By June 2011 the product of the literacy curriculum maps/pacing calendars will show some alignment to the Common Core Standards in all K-5 grades.</p>

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):	English Language Arts (Reading, writing, and accountable conversations)
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work and Professional Learning Communities.</p> <p>For Whom: All K – 2 students, general education, special education, ELL September 2010 to June 2011 Frequency – Monday – Friday / Duration 135 minutes PD Teachers College – ongoing through the year LEAP Academy – 2 days per week/2 hours/20 weeks Title III Saturday program – 3 hours – November -- March</p> <p>By Whom: Principal Assistant Principal Classroom Teachers/Intervention Specialists</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Each grade will select a literacy topic that, through TC data, reveals a need for gradewide improvement. Teachers will meet 2x a month in collegial inquiry teams to select and replicate strategies to see which strategies are most effective. They will use these strategies at the same time during extended day. Assessment data will reveal which strategy was most successful.</p> <ul style="list-style-type: none"> • Use a Assessment test. Reading skills and abilities of the targeted students would indicate their specific academic strengths and weaknesses. • Literacy is our focus area. Comprehension might be the skill and we would identify. The three weakest comprehension skills from this group would be generated from the Assessment. We would develop a plan over three benchmark times during the year to bring the targeted students to higher achievement. • The benchmark times for us to evaluate if the Inquiry Team Focus in working for each of these students will be October 1st – December 15th, January 1st. – March 15, April 1st – June 1st. • We will select the targeted students from the current lowest 1/3 on the grade. <p>High priority for our 2010-2011 Inquiry Team work will feature:</p> <ul style="list-style-type: none"> • All teachers will be part of Grade Level Inquiry Work and Professional Learning Communities which will generate collaborative resolutions to move the quality of student outcomes forward. Specifically, teachers will analyze data from student assessments, interpret the results and provide suggestions for strategies/skills. This effort should provide greater student success.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Title 1</p> <ul style="list-style-type: none"> • PD 17 days TC Staff Developer – CE4 \$ 24,000.00 • Instructional Supplies and Materials – Title I \$ 13,000.00 • CTT class in Second Grade – CE4 • CTT class in Third Grade Size – C4E .2 school supplement • CTT class in Fourth Grade – C4E • Title I – SS cluster – Ceci – Title I \$20,480.00 • Inquiry Lead Teacher • Title III After school TBA • Sub days for K-2 grade for teachers to go to Teachers College and Partnership School for Professional Development for Reading/Writing and in-house PD for each grade 1x month (240 days) \$24,000.00 • SEM Sheridan Title I \$11,951.00
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2011, 50% of all students in every classroom will advance at least 1 reading level above what they begin in September.</p>

Subject/Area (where relevant):	English Language Arts (Reading, writing, and accountable conversations)												
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work.</p> <p>For Whom All 3-4-5th grade general education and special education and ELL students September 2010 to June 2011 Frequency – Monday – Friday / Duration 135 minutes Summer School - Literacy For Grades 3-4-5 for PHO's</p> <p>By Whom; Principal Assistant Principals Classroom Teachers</p>												
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students in grades 3-5 will be assessed for independent reading levels using running records. • Utilizing schoolwide benchmarks, teachers will be able to identify needed skills/strategies and plan future instruction based on this information. Tracking sheets will be used to organize this information and will be submitted to administration 3x a year for review. • Each teacher will have a uniformed reading assessment binder for administering benchmark assessments • Teacher will create student specific goals in reading based on current performance level of students. • Reading levels for each child will be entered into TC Assessment Pro to provide class data for instructional grouping • Each class will have independent reading libraries. Reading libraries will be categorized by independent level, author study and genre. • Instruction will be differentiated through Reader Workshop techniques. • Attendance at Professional Development by Teachers delivered by in school and outside providers to enhance reading practices <p>Funding</p> <ol style="list-style-type: none"> 1. Title I/Books, TC College 2. NYSTL/Textbooks/Books 3. TL Fair Student Funding/Classroom books 												
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<table border="0" style="width: 100%;"> <tr> <td>School Support Supplement .2 (Miller)</td> <td style="text-align: right;">\$ 20,563</td> </tr> <tr> <td>Test Prep Academy</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">2x a week – 1-1/2 hours</td> <td style="text-align: right;">\$ 12,000</td> </tr> <tr> <td>6 teachers – 1 teacher-in-charge @ 21 sessions (3:15 – 4:45 pm) After school ELA/Math</td> <td></td> </tr> <tr> <td>Budget (in Galaxy) reduced class size 4th grade – Title I</td> <td style="text-align: right;">\$102,859</td> </tr> <tr> <td>Per Session personnel</td> <td style="text-align: right;">\$ 39,000</td> </tr> </table>	School Support Supplement .2 (Miller)	\$ 20,563	Test Prep Academy		2x a week – 1-1/2 hours	\$ 12,000	6 teachers – 1 teacher-in-charge @ 21 sessions (3:15 – 4:45 pm) After school ELA/Math		Budget (in Galaxy) reduced class size 4 th grade – Title I	\$102,859	Per Session personnel	\$ 39,000
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<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work</p>												

Subject/Area (where relevant):	Science							
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>A rigorous analysis of student work, data and best practices in Science will be the emphasis of professional development to support improved student achievement.</p> <p>For Whom: Kindergarten-5th grade (general and special education)</p> <p>September 2010 –June 2011 K-2/3-5: 180 minutes</p> <p>By Whom: Classroom teachers Science cluster teacher (2 full time) Building supervisor Inquiry Lead Teacher SEM coordinator</p>							
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> ▪ Using Harcourt Science K-5 as our core science curriculum, teachers will implement this program aligned to NYC Pacing Calendar Science ▪ Students will be involved in direct hand-on experience in the science curriculum aligned to content. Students will maintain scientific notebook. ▪ Teachers will provide for differentiation in small group by analysis of student work and data following the workshop model ▪ Preparation for 4th grade NYS Science test will be integrated throughout the curriculum ▪ Teachers will be responsible to maintain assessment/data records for all students. ▪ Cluster teachers will collaborate with classroom teachers who are teaching science content to plan and support science curriculum ▪ Science teachers will be supported by administration and will attend outside professional development as provided by DOE, CFN network support or Harcourt publishers. 							
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>2 Science Clusters/TL, One time only 100%</p> <table border="0" data-bbox="638 837 1986 919"> <tr> <td>FSF 80%</td> <td></td> </tr> <tr> <td>EGCSR Title II 8.18</td> <td>\$ 8,377</td> </tr> <tr> <td>EGCSR 11.82%</td> <td>\$12,104</td> </tr> </table>		FSF 80%		EGCSR Title II 8.18	\$ 8,377	EGCSR 11.82%	\$12,104
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Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>A rigorous analysis of student work, data and best practices will be the emphasis of professional development to support improved student achievement.</p>							

Subject/Area (where relevant):	Social Studies (<i>Including civics and government, economics, history, and geography</i>)
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A rigorous analysis of student work, data and best practices in Social Studies will be the emphasis of professional development to support improved student achievement.</p> <p>For Whom: All grades K-5</p> <p>September 2010 – June 2011 3 periods/week 1- 5</p> <p>By Whom: Principal Assistant Principal/Improvement Coach (if funding permits) Social Studies Clusters – 2 upper and lower Arts clusters (music and visual) Classroom Teachers</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Using Tradebook Resources for K-2 and Harcourt Social Studies for 3-5 as our core social studies curriculum, teachers will implement this program aligned to NYC Pacing Calendar Social Studies ▪ Students will be involved in direct hand-on experience in the social studies curriculum aligned to content. Pacing-based learning aligned to the IIM Research Method will be the mode for student inquiry. ▪ Teachers will provide for differentiation in small group by analysis of student work and data following the workshop model ▪ Preparation for 5th grade NYS Social Studies test will be integrated throughout the curriculum ▪ Teachers will be responsible to showcase and celebrate student work through the year. ▪ Teachers will be responsible to maintain assessment/data records for all students. ▪ Cluster teachers will collaborate with classroom teachers who are teaching science content to plan and support social studies curriculum ▪ Social Studies teachers will be supported by administration and will attend outside professional development as provided by DOE, CFN network support or Harcourt publishers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Classroom teachers Cluster teachers 2 upper and lower Title I 20% FSF 80% TLFSF Arts Cluster teacher Instructional supplies and materials Computer Software \$6,794/TLNYSTL Social studies materials \$3,900/TLNYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>A rigorous analysis of student work, data and best practices will be the emphasis of professional development to support improved student achievement.</p>

Subject/Area (where relevant):	The Arts
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction) in visual arts.</p> <p>For Whom: Grade K – 5</p> <p>September 2010 – June 2011 K-2 3-5</p> <p>By Whom: Principal; Assistant Principal; Classroom Teacher; Art Cluster Teachers Residencies</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Visual Art teacher will follow NYC the Blueprint for the Arts/Visual Arts as the core in our visual arts instruction. Using a variety of resources, our arts teacher will provide a curriculum aligns to all Five Strands of Arts Learning. ▪ Teachers employ the principles of differentiated instruction, such as content, process or product. ▪ Teachers assimilate instruction to match that the work provided for each student effectively supports students’ needs. ▪ Teachers refer to trainings and schedules provided for them (as evidenced in PD binder 2009-2010) and 2010-2011 to enhance their knowledge in constructively improving student progress as it pertains to methodology of teaching differentiation within the standard driven curriculum. ▪ Teachers will infuse small group work by using strategy, guided and enrichment groups within their instructional weekly plans. ▪ The Visual Art teacher will be responsible to celebrate student artwork by display in Curtis Art Gallery and through the building ▪ Students will participate in art exhibitions and contests that support the arts ▪ Teacher will collaborate and plan when appropriate with cluster/classroom teachers ▪ Students, grades 4-5 will begin to build portfolios and evaluate and self monitor their progress ▪ Art teachers will attend professional development opportunities as offered by DOE, CFN network and other outside resources.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Arts Cluster (Tax Levy) Arts Supplies \$250.00 (FSF) Arts Partnerships with Staten Island Institute of Arts & Sciences; Noble Maritime Museum; Metropolitan Museum of Art; Parents; Museum of Modern Art, class visits to museums and historical venues. Professional Development Citywide and CFN 1 Visual Arts FSF 80.49% CFF 19.51%</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p>

Subject/Area (where relevant):	The Arts - Music
<p>Annual Goal Goals should be <i>SMART</i> – <i>Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p> <p>For Whom: Students in grades K-5</p> <p>September, 2010 through June, 2011</p> <p>By Whom: Principal; Assistant Principal (if funding is available); full time Music Teacher; Classroom Teacher</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>	<ul style="list-style-type: none"> ▪ Visual Art teacher will follow NYC the Blueprint for the Arts/Visual Arts as the core in our visual arts instruction. Using a variety of resources, our arts teacher will provide a curriculum aligns to all Five Strands of Arts Learning. ▪ Teachers employ the principles of differentiated instruction, such as content, process or product. ▪ Teachers assimilate instruction to match that the work provided for each student effectively supports students’ needs. ▪ Teachers refer to trainings and schedules provided for them (as evidenced in PD binder 2009-2010) and 2010-2011 to enhance their knowledge in constructively improving student progress as it pertains to methodology of teaching differentiation within the standard driven curriculum. ▪ Teachers will infuse small group work by using strategy, guided and enrichment groups within their instructional weekly plans. ▪ The Visual Art teacher will be responsible to celebrate student artwork by display in Curtis Art Gallery and through the building ▪ Students will participate in art exhibitions and contests that support the arts ▪ Teacher will collaborate and plan when appropriate with cluster/classroom teachers ▪ Students, grades 4-5 will begin to build portfolios and evaluate and self monitor their progress <p>Art teachers will attend professional development opportunities as offered by DOE, CFN network and other outside resources.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Repair of Instruments: \$250.00 Funding Source: FSF funds partial Full time Music Cluster CFF 76%; TL one time only 24%</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p>

Subject/Area (where relevant):	Student Support Services
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PS 19 staff support policies and practices that will ensure that every child is healthy, safe, actively engaged, supported and challenged by a well-balanced curriculum and is prepared for their future in a global environment</p> <p>For Whom: All students Pre K – 5th grade 9/10 – 6/11 Ongoing</p> <p>By Whom: Principal Assistant Principal Guidance Counselor Regional Attendance teacher Pupil Personnel Secretary Classroom Teacher School Nurse Parent coordinator</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will focus inquiry on student work findings ▪ Administration and staff will effectively have a comprehensive approach to social/emotional issues in order to enhance the school climate with the goals of creating a climate for learning and teaching students to become more socially and emotionally responsible as well as academically competent. ▪ Administration and guidance counselor will develop a schoolwide social/emotional curriculum in K-5 in order for students to problem solve; develop leadership and self reflection. This will e done by monthly classroom lessons to promote social/emotional learning school wide, lunch clubs for students with difficult behavior patterns to meet with social work/guidance counselor ▪ Leadership – 4th and 5th grade student will be invited to participate in a student council. Student will be involved in anti-bullying initiatives; safety concerns; diversity panels and social responsibility ▪ Students will be challenged and give the opportunity to compact learning by independent projects and initiatives in the School Enrichment model such as internships; compacting and service projects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>\$35,089/TL Mandated counseling/TL SLIP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will effectively us specific resources and tools to assess and analyze comprehensive information about their students’ strengths and weaknesses</p>

Subject/Area (where relevant):	Parent and Community Engagement
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase PD opportunities for teachers to meet their student learning goals which will result in higher student achievement. To increase parent and community involvement by providing at least one workshop per month that address curriculum to improve student achievement. To increase PD opportunities for teachers in precise teaching strategies (e.g. guided groups/strategy groups) to meet their student’s learning goals.</p> <p>For Whom: Parents, students, SLT, SAT, Administration, PTA and CBOs</p> <p>Ongoing Sept 2010 – June 2011</p> <p>By Whom: Ongoing Sept 2010 – June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Leadership Team Participation ➤ Provide workshops and programs for parents ➤ Building community-based resources for parents ➤ Provide evening sessions (monthly) for parents in subject areas ➤ JCC Family Literacy Program ➤ After school Program for ELL programs ➤ Two orientations per year per grade frequent letters to parents to communicate ➤ Newsletters, blogs and school web pages available ➤ Philanthropic efforts within the community ➤ Partnership with community for special events ➤ Curriculum conferences ➤ Student leadership opportunities ➤ Community Focused Learning Walks ➤ Community Tours
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • To continue to extend PD opportunities for all teachers. These opportunities will include observing best practices, participating in PD delivered by colleagues and outside providers. • TC staff development time will be spent observing best practices in the classroom • Classroom teachers will have opportunities to see demonstration lessons in Best Practices during labsite opportunities in ongrade colleague’s classrooms. • We have set aside half days of staff development (4 per grade) throughout the year for teachers to plan with colleagues about pertinent grade agendas. These days will feature TC benchmarks, collegial walkthrough, differentiation, analyzing student work and working with guided groups as a more precise discipline. • During 2010-2011 opportunities will be given to selected teachers to visit a colleague’s classroom to observe best practices. • During 2010-2011 school year observations by the administration will reflect if the teachers are incorporating their goals they set for themselves. • Differentiated PD will be offered each month <p>Funding</p> <ol style="list-style-type: none"> 3. TL Children First, Title I, Title III/TC College 4. TL Fair Student Funding/Confratute 5. Foundation Grant/TC. 4. Title I Coach Funding/Coach workshop
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>To increase outcomes on Engagement category of the NYC Learning Environment Survey.</p>

Subject/Area (where relevant):

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student achievement for English language learners by redesigning our curriculum maps to be in alignment with the Common CORE Standards to meet English language proficiency.</p> <p>For Whom: All K – 5 ELL students</p> <p>Sept/November '10 – April '11</p> <p>By Whom: Principal Assistant Principals ESL teachers (2) Classroom teachers/intervention specialists Parent coordinator</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>	<ul style="list-style-type: none">▪ Inquiry Groups will analyze and adapt to realign the curriculum maps▪ Teachers will use the CORE standards when looking at student work▪ Teachers will analyze data from 2010 NYSESLAT and deliver instruction based on the modalities of listening/speaking/reading /writing aligned with CORE <p>Funding TL Children First Funding/Inquiry Team TL Fair Student Funding/Confratute Foundation Grant/TC, IIM staff development in Curriculum and Technology Areas, C4E/TC.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Instruction materials. All materials will be supplemental and will be provided in both math and literacy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The product of the curriculum maps and student achievement in reading levels according to TC benchmarks.</p>

Subject/Area (where relevant):	Language Translation and Interpretation
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement by redesigning our curriculum maps to be in alignment with the Common CORE standards.</p> <p>Ongoing September '10 – June '11</p> <ul style="list-style-type: none"> ➤ Pupil Accounting Secretary ➤ Parent coordinator ➤ ESL Teachers ➤ Bilingual Teacher and paraprofessionals
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Targeted population of ELL students and families • Bilingual staff members will be made available for translation @ school meetings/PT conferences • Use of DOE translation services will be used for notices sent home <p>Funding TL Children First Funding/Inquiry Team TC, IIM staff development in Curriculum and Technology Aras, C4E/TC</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>When Funds are Available</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The product of the curriculum maps. To improve communication for school to home.</p>

<p>Subject/Area (where relevant):</p> <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Mathematics</p> <p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p> <p>For Whom: All K-5 Students – general ed, special ed, & ELL</p> <p>September 2009 – June 2010 Frequency: Monday - Friday Duration: 75-minute Math Block</p> <p>Saturday Academy – Title I</p> <p>By Whom: Principal; AP Assistant Principal Math RIS – Region 7 Classroom teachers – ESL teachers – AIS teachers</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers employ the principles of differentiated instruction, such as content, process or product.. • Teachers assimilate instruction to match that the work provided for each student effectively supports students’ needs. • Teachers refer to trainings and schedules provided for them (as evidenced in PD binder 2009-2010) and 2010-2011 to enhance their knowledge in constructively improving student progress as it pertains to methodology of teaching differentiation within the standard driven curriculum. • Teachers will infuse small group work by using strategy, guided and enrichment groups within their instructional weekly plans. <p>Funding Title I/Books, TC College NYSTL/Textbooks/Books TL Fair Student Funding/Classroom books</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E \$10,288</p> <p>Everyday Math Curriculum Math technology Larsen’s Math, RTI, Acuity, Children’s Progress</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction)..</p>

Subject/Area (where relevant):	Special Education																										
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work based on IEP annual goals.																										
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>	Each grade will select a reading focus goal through TC assessment data, which will reveal a need for grade wide advancement. Teachers on each grade will meet in Teacher Teams 2x a month to look at the trends in the data of this Reading Assessment. Targeted students on the grade would be identified and then teachers will plan instruction and identify benchmark assessments, and reevaluate based student outcomes																										
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<table border="0"> <tr> <td>4 CTT Teachers</td> <td>C4E & TL FSF</td> </tr> <tr> <td>3 Self contained teachers</td> <td>FSF</td> </tr> <tr> <td>6 Paras</td> <td>TL FSF</td> </tr> <tr> <td>2 Occupational Therapist</td> <td>TL Therapist PS</td> </tr> <tr> <td>1 IEP teacher</td> <td>TL IEP Teacher</td> </tr> <tr> <td>1 SETSS teacher</td> <td>TL Fair Student Funding</td> </tr> <tr> <td>2 Full time speech/1-2 day speech teacher</td> <td>TL Mandated Speech/TL Slip</td> </tr> <tr> <td>2 part time physical therapist</td> <td>TL Therapist PS</td> </tr> <tr> <td>1 Family Worker</td> <td>TL SBST</td> </tr> <tr> <td>1 2 day Social Worker</td> <td>TL SBST</td> </tr> <tr> <td>1 1 day bilingual psychologist</td> <td>TL SBST/Idea SBST</td> </tr> <tr> <td>1 part time guidance counselor</td> <td>FSF/Idea/TL Mandated Counseling</td> </tr> <tr> <td>1-2 days monolingual psychologist</td> <td></td> </tr> </table>	4 CTT Teachers	C4E & TL FSF	3 Self contained teachers	FSF	6 Paras	TL FSF	2 Occupational Therapist	TL Therapist PS	1 IEP teacher	TL IEP Teacher	1 SETSS teacher	TL Fair Student Funding	2 Full time speech/1-2 day speech teacher	TL Mandated Speech/TL Slip	2 part time physical therapist	TL Therapist PS	1 Family Worker	TL SBST	1 2 day Social Worker	TL SBST	1 1 day bilingual psychologist	TL SBST/Idea SBST	1 part time guidance counselor	FSF/Idea/TL Mandated Counseling	1-2 days monolingual psychologist	
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Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work.																										

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	22	22	N/A	N/A			3	N/A
1	40	40	N/A	N/A				N/A
2	52	52	N/A	N/A				N/A
3	42	42	N/A	N/A				
4	35	36						
5	35	36			1			
6								

* Projected Extended Day Students 2010-2011. Other categories will be reported 2010-2011.

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Leveled Literacy > Wilson ----- > Foundations----- > Guided Reading ----- > Reading Volunteers ----- > Time for Kids ----- > Simple Solutions ----- > Focus on Fluency ----- > Awards Reading (ELLs) ----- > Soliloquy Language (ELLs) ----- > Acuity ----- > TCWRP Assessment Pro ----- > Raz Kids ----- > Title I Test Prep ----- > Title I LEAP (Learn Early and Prepare) ----- > Saturday Program Aprendiendo Lado a Lado (Learning Side by Side) -----</p>	<p>Day School and Extended Day; small Groups Day School and Extended Day; small groups in 12:1:1 classes, SETSS Day School and Extended Day; work/small groups in kindergarten, first and 12:1:1 Day School and Extended Day; small group- all grades Day School and Extended Day; small groups or 1:1 tutoring Day School and Extended Day (3rd grade only)</p> <p>Day School and Extended Day; small group Grade 1-5</p> <p>Day School and Extended Day; 1:1 Technology based After school grades 3-5 small group/Kaplan Test prep material After school grades 1-2 small group/Language Enrichment (Let's Sing About It)</p> <p>Saturdays; small group/Awards Reading</p> <div style="border: 1px solid black; width: fit-content; margin: 20px auto; padding: 5px;">If Funding Permits</div>
<p>Mathematics: Great Leaps ----- Larson's Math ----- Exemplar ----- Singapore Math ----- Title/Test Prep ----- Title III TELL -----</p>	<p>Day School and Extended Day; 1:1 graded 1-3 Day School and Extended Day; all grades, Technology Day School and Extended Day; all grades, Technology Day School and Extended Day; grades 3-5 After School grade 3-5 small group Kaplan Test Prep After School grade 1-2 small group Everyday Math extensions</p>
<p>Science: All grades</p>	<p>Small/differentiated groups during school day/extended day using Harcourt</p>
<p>Social Studies: 3rd, 4th and 5th grades</p>	<p>Small/differentiated groups instruction during school day/extended day using texts; Harcourt and Social Studies, Time for Kids K -2 – IIM Research Method Harcourt Social Studies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small Group counseling: one to one when needed</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>One on one as needed.</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

In grades K-5 our LEP students are serviced according to their mandates (360 minutes for beginners/intermediate and 100 for advanced). The number of classes receiving the ESL push-in team teaching are:

- 1 – kindergarten (gen. ed)
- 1 – 1st grade (gen. ed)
- 3 – 2nd grades (CTT/Sp. ed/gen ed)
- 4 – 3rd grade (CTT/Sp. ed/gen. ed)
- 4 – 4th grades (CTT/Sp. ed/gen. ed)
- 4 – 5th grades (CTT/Sp. ed/gen. ed)

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

This program will meet for three hours (8:30 am – 11:30 am) for Saturdays, from November through April:

All of our ELL students are invited, a total of 109. We also including English speaking k students in our new Dual Language class to increase their exposure to Spanish as a 2nd language. We will also invite our former ELLs who have reached proficiency in 2009 and 2010. Four teachers will participate in this program, two licensed ESL/Bilingual paired with two common branch teachers who will deliver instruction in a collaborative team teaching style. The program has three components which all students participate in on a rotating schedule:

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

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

II. Parent/community involvement:

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

ELL entitlement letters are distributed to parents in September 2010 indicating the program their child will be in. The ESL team distributes these letters to parents at a parental meeting, in which they are explained, signed and returned. A copy is kept in the student's cumulative file and a secured copy is kept in the assistant's principal's file cabinet.

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

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

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

The ESL/bilingual and general education teachers of English language learners all participate in ongoing professional development. They attend workshops at Teacher’s College, the ICI, Office of English Language Learners and in-school. At PS 19, we believe all teachers are teachers of language and ESL professional learning in ongoing throughout the year. Teachers meet once a month to keep current with new trends and ideas to implement in the classroom for our English language learners. Teachers’ College staff developers deliver literacy professional development twenty-five times through the school year, which all our pedagogues actively participate in. The goals of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the general ed teacher and ESL teachers that instruct our ELLs are certified. We implement the following practices to help students progress:

- Collaborative planning between teachers of ELLs (gen. ed.) and ESL teachers for each unit of study
- ESL teachers are provided with PD from Teacher College staff developers along with the classroom teacher aligned to Reading and Writing
- An ESL Inquiry Team meets monthly to focus on ESL standards aligned with PS 19’s curriculum
- Student conferences, Strategy lessons, informal assessments and running records are reviewed.

Section III. Title III Budget

School: 31R019

BEDS Code: 353100010019

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	\$ 727.00 \$10,777.00 \$ 4,177.00	4 teachers – 8 hours training (28 hrs) 4 teachers – 18 sessions (3 hrs. per session) Supervisor – 18 sessions – (4 hrs per session) & 8 hrs. training
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 694.00	Readers Theatre
Educational Software (Object Code 199)		
Travel		
Other	\$ 165.00	1% Parent Involvement
TOTAL	\$16,540.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

Our school will provide the following assistance for translations services.

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

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

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

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

Aligned with Chancellors Regulations A-663:

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	411,335.00	14,720.00	426,055.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,113.35	1472.00	5,585.35
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,566.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,133.50	*	

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.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

In 2009-2010 in NYSELA exam the 36% of students met standards. A decrease of 34% from 2008-2009. We targeted specific subgroups needing additional support and instruction to close the achievement gap. These subgroups are:

In NYSTP ELA 2009-2010:

- **Black/African: 31% of this subgroup scored at Level 3 and above, an decrease of 37% from 2008-2009. In 3rd grade, only 67% of students met Level 3 and above.**
- **Special Education: 15% of all special education students at Level 3 and above, a decrease of 17% from 2008-2009.**
- **Hispanic or Latino: 33% of all Hispanic or Latino students met Level 3 and above, a decrease of 37% from 2008-2009.**

In NYSTP Math, 58% of all students met Level 3 and above. This was a 35% decline from 2008-2009.

- **Black/African: 46% of this subgroup met level 3. This is a 47% decline from 2008-2009.**
- **Special Education: 34% of this subgroup met Level 3. This is a 27% decline from 2008-2009,**
- **Hispanic/Latino: 58% of this subgroup met Level 3. This is a 33% decline from 2008-2009.**
- **To date, 2009-2010 testing data not available.**

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- **We will provide opportunities for children to meet the NY State's proficient and advanced levels of student achievement by having ongoing assessment; analyze data; plan and implement data-driven instruction for individual needs to improve the academic achievement of all students.**
- **Our inquiry team will focus on moving students in our lowest third for reading and math.**
- c) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Effective methods and instructional strategies by:

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

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

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

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

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

In 2010-2011, all teachers will be directly involved in inquiry work through Professional Learning communities. These teams will identify goals to improve student outcomes.

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

3. Instruction by highly qualified staff.

All PS 19 staff are highly qualified as evidenced in our BEDs Survey for 2009-2010.

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

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

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

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

6. Strategies to increase parental involvement through means such as family literacy services.
 1. **PS 19** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - In an annual meeting of the School Leadership Team, the Title I Parent Involvement Policy and School Parent Compact will be addressed.
 - The Title I Parent School Representative and Parent Coordinator will make this information available at a general PTA meeting during the school year.
 - The Title I information sessions and policies will be available in English and Spanish.
 - The School Leadership Team will generate conversations and work together on suggestions to include for opportunities for Parent Involvement.
 2. **PS 19** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Outreach for parents to meet with Quality Reviewer to give feedback on school review
 - Send each parent notification to complete and return Parent Survey generated for Annual School Report Card Grade.
 - PS 19 School Leadership Team will represent parent constituencies on concerns and suggestions for programming review and resources.
 - PS 19 will disseminate information about school review and school report card and Quality Review at least one time per year during PTA meeting and during Leadership Team Meeting.
 3. **PS 19** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - A minimum of 10 parent/information sessions will be offered to parents/guardians during the school year, all with translation service available.
 4. **PS 19** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in a variety of programs:
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal Number 1	
Goal	Describe your goal. To increase student achievement in reading for the all students through standards based data driven instruction through grade Inquiry Team work.
Measurable Objective	Set the measurable target that will define whether you have met your goal. Reading strategies developed through Inquiry work will be replicated by majority of classroom teachers for use with their lowest and highest achieving students which will result in 50% of all PS 19 students advancing at least 1 Reading Level by June 2011. This is a 10% increase from the 2009-2010 Reading Goal.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Each grade will select a reading focus goal through TC assessment data, which will reveal a need for grade wide advancement. Teachers on each grade will meet in Teacher

Goal Number 1	
	<p>Teams 2x a month to look at the trends in the data of this Reading Assessment. Targeted students on the grade would be identified and then teachers will plan instruction and identify benchmark assessments, and reevaluate based student outcomes.</p> <ul style="list-style-type: none"> ○ Staffing – Classroom Teachers ○ Scheduling – 2x a month – Teacher Teams focused on Inquiry work. ○ Funding – Within the confines of their scheduled teacher salary ○ Daily Instruction on Reading Disciplines Designed to Meet Student Need
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Through TC data 50% of students will advance at least 1 reading level from 9/10 – 6/11</p>

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

10.

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>Teachers comprehensively use the data available to align instruction for groups of students and will use methods to next challenge the different types of learners in their class (differentiated instruction).</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>90% of all classroom teachers will arrange groups to work on specific skills and target students for individual/small group support on weekly basis. By June 2011, 90% of all observation reports will evidence that teachers use data to align instruction for ability level groups.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> ● Teachers employ the principles of differentiated instruction, such as content, process or product.. ● Teachers assimilate instruction to match that the work provided for each student effectively supports students' needs. ● Teachers refer to trainings and schedules provided for them (as evidenced in PD binder 2009-2010) and 2010-2011 to enhance their knowledge in constructively improving student progress as it pertains to methodology of teaching differentiation within the standard driven curriculum. ● Teachers will infuse small group work by using strategy, guided and enrichment groups within their instructional weekly plans. <ul style="list-style-type: none"> ○ Staffing – All teachers ○ Scheduling – as defined by the teacher's Flow of the Day ○ Funding – within the confines of their scheduled teacher's salary

Goal Number 3	
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Pre/Post Observation Reports will evidence the information of differentiated instruction in the subject area of observation • Documentation in classroom teacher’s records to document evidence of differentiated group instruction • Flow of the Day – A daily agenda which lists subjects, teaching points and differentiated schedules/groups will be reviewed by administrators at intervals throughout the school year to insure this type of instruction is in effect.

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

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

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

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	✓			411,335	✓	18, 22-27, 31, 34, 35
Title I, Part A (ARRA)	Federal	✓			14,720	✓	
Title II, Part A	Federal	✓			11,663	✓	
Title III, Part A	Federal	✓			forthcoming	✓	
Title IV	Federal						
IDEA	Federal	✓				✓	
Tax Levy	Local	✓			2,878,985	✓	

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.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Part A: School Parental Involvement Policy

I. General Expectations

PS 19 agrees to implement the following statutory requirements:

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

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

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

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

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

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

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

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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

Required School-Parent Compact Provisions

School Responsibilities

PS 19 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and again in Spring.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

General Expectations

Public School 19 agrees to implement the following statutory requirements:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - To conduct an annual meeting of Title I parents to inform them of the Title I program and the expectation that they will be involved.
 - To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
 - To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
 - To provide parents with timely information on programs.
 - To provide performance profiles and individual student assessment results for each child and other school district information.
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - Conferences will be held in both Fall 2010 and Spring 2011.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - To assure parents that they may participate in appropriate development activities, literacy, workshops on reading strategies, family math, parents and partners in reading.
 - To provide parents of related services, Academic Intervention Services and Enrichment Programs available to meet their child's needs
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - To provide for effective parent-school communications by giving sufficient notice to parent-teacher conferences, and frequent reports to parents, reasonable means to speak with staff.

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

P.S. 19 will:

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

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

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- notify parents of the school’s participation in Title I, Title III, Family Literacy Programs, GED or Adult ESL Programs operating with the school, the district and the contact information;

- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

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

Our annual introduction meeting will be held September 2010. At this meeting we inform parents and teachers of the program goals and objectives and ask for their involvement and input in the program. We designate a Parent Liaison to represent P.S. 19 on the Title 1 Parent Advisory Committee.

Parent Responsibilities

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

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

Student Responsibilities

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

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

Adoption

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

SIGNATURES:

Mary Petrone _____	_____
Principal	Date

Student Name _____	_____
N/A	Date

Parent’s Name _____	_____
(Title I Representative)	Date

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.)

There are currently 2 students in Temporary Housing currently attending our school.

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 The Curtis School					
District:	31	DBN:	31R019	School		353100010019

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		94.2	94.4	94.1
Kindergarten	99	95	78				
Grade 1	111	110	99	Student Stability - % of Enrollment:			
Grade 2	123	121	113	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	126	108	118		92.2	92.8	93.3
Grade 4	89	121	102				
Grade 5	109	86	125	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		71.7	84.5	84.5
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		6	15	7
Grade 12	0	0	0				
Ungraded	2	4	3	Recent Immigrants - Total Number:			
Total	659	645	638	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	6	4

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	46	45	36	Principal Suspensions	10	15	14
# in Collaborative Team Teaching (CTT) Classes	33	40	44	Superintendent Suspensions	0	1	4
Number all others	54	47	38				

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	11	10	TBD	Number of Teachers	46	51	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	6
# receiving ESL services only	91	104	TBD				
# ELLs with IEPs	2	40	TBD	Number of Educational Paraprofessionals	3	2	7

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	89.1	96.1	100.0
				% more than 2 years teaching in this school	71.7	74.5	90.4
				% more than 5 years teaching anywhere	65.2	66.7	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	90.0	92.3
American Indian or Alaska Native	1.1	0.8	0.8	% core classes taught by "highly qualified" teachers	100.0	93.6	100.0
Black or African American	20.6	19.8	23.0				
Hispanic or Latino	53.9	55.2	56.1				
Asian or Native Hawaiian/Other Pacific	6.4	6.5	6.4				
White	18.1	17.4	13.5				
Male	52.7	53.5	51.3				
Female	47.3	46.5	48.7				

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,					
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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:

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	50.2	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:	6.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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 CFN 604	District 31	School Number 19	School Name The Curtis School
Principal Mary Petrone		Assistant Principal Elizabeth Geli Joanne Vitiello	
Coach		Coach	
Teacher/Subject Area Dina Tornabene/ ESL teacher		Guidance Counselor	
Teacher/Subject Area Kisha Ramsey/ESL teacher		Parent	
Teacher/Subject Area		Parent Coordinator Miguel Felix	
Related Service Provider		Other	
Network Leader Greg Jaenicke		Other	

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	4	Number of Certified Bilingual Teachers	0	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	

C. School Demographics

Total Number of Students in School	634	Total Number of ELLs	106	ELLs as Share of Total Student Population (%)	16.72%
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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.
5. 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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

According to our BESIS surveys over the last few years, 2009-2010, our student enrollment of English language learners has steadily increased: 2005/2006 (79); 2007/2008 (98); 2008/2009 (105); and 2009/2010 (106). However, our special education bilingual self contained class has been eliminated. These former bilingual special education students are now mostly monolingual special education students and a few have been placed with a bilingual para professional, when their individual cases were reviewed and aligned to their IEPs.

Upon registering a child at PS 19, the child and parent meet with one of our initial interview team members : Dina Tornabene, ESL certified teacher, who speaks Spanish, French and Italian, or Kisha Ramsey, ESL certified teacher; or Pasquale Felix, ESL certified teacher; and/or Lourdes Cruz, certified bilingual special education teacher, who speaks Spanish . If a parent speaks another language, arrangements are made to seek another interpreter in the parent's native language, either through the Department of Education, or staff and community resources.

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

- o Transitional Bilingual
- o Dual Language
- o Free standing ESL Program

Within ten school days of enrollment, students are placed in the program that their parents chose. Bilingual classes will be formed if there are fifteen or more students in two contiguous grades for Kindergarten through fifth grade. If there aren't enough students to form a bilingual class, the parent can opt for another school with that program, or stay in school in ESL. If parents do not select a program, the student is automatically placed in a bilingual class, if available, otherwise ESL. It should be noted that at PS 19, we do have a large number of LEP/ELLs in consecutive grades. However, majority of our parents insist on free standing instruction for their children, and do not want bilingual program. In September, 2010, we initiated a new dual language program (Spanish), but still many of our Spanish speaking parents still insisted on the ESL program and would not opt for the dual language option. Each LEP/ELL student (K-5) is administered an annual assessment in the spring, the New York State English as a Second Language Achievement TEST (NYSESLAT), which measures English language acquisition in speaking, listening, reading and writing.

Parent orientation meetings are conducted throughout the school year because of ongoing new entrants. The first meeting is held within the first week of school to ensure parents have the best opportunity for selecting their child's program. The parent coordinator sends out letters in English and the native language of the parents, informing them of the date, place and time of the meeting. The meetings are scheduled for the first week of September, the first week of October and the first week of November (during parent/teacher conferences) and again in March, in addition to one to one meetings for parents that enroll their students throughout the school year. At the orientation meeting, the NY City video for parental options is shown in various languages aligned to parents' native languages. Parents are given the opportunity to ask questions, express concerns and learn about the various programs. Parents are informed that based on research findings, continuity of instruction is best. They are advised not to switch their child from program to program and that

once a choice is made the student is required to stay in the program for at least one school year in elementary school.

During the first two weeks of school, entitlement letters are distributed to every LEP/ELL student in English and/or the parent's native language and a copy is kept in the student's cumulative record and in school. Program selection, whether transitional bilingual, dual language or ESL is determined by the parent's request and once the program is selected, the student is placed in that program. If 15 students request bilingual within two consecutive grades, PS 19 will create a bilingual bridge class.

After reviewing the parent surveys and program selections over the past few years, it has been determined that majority of our parents request ESL. Last year, PS 19 submitted a justification narrative along with copies of parental choice letters explaining that the large number of LEP/ELLs in contiguous grades is by parental request for ESL services. This has been the trend in our school over the last five years, therefore, not warranting bilingual classes. It is our initiative this school year, 2010, 2011, to open our first dual language kindergarten class broadening the option for English speaking children to acquire another language and Spanish speaking children to become biliterate, bilingual and bicultural.

Our ELLs who score at the beginning and intermediate levels of language proficiency, as determined by their LAB-R and NYSESLAT scores, allows us to identify targeted students. Beginning and intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. The student's academic needs are served in a push-in/ co teaching program taught by 3 certified ESL teachers and the kindergarten dual language ESL component is taught by the bilingual certified teacher. Whether it is first or second language, it is noted that children learn language when they are in real life situations, communicating about important and interesting daily occurrences and experiences. Students are taken on community trips throughout the neighborhood.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1													1
Freestanding ESL														
Self-Contained														0
Push-In	3	3	6	6	6	6								30
Total	4	3	6	6	6	6	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	35
SIFE		ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language	4									4
ESL	56			46						102
Total	60	0	0	46	0	0	0	0	0	106

Number of ELLs in a TBE program who are in alternate placement: 9

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish	4																		4	0
Chinese																			0	0
Russian																			0	0
Korean																			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
TOTAL	15	15	10	32	21	13	0	0	0	0	0	0	0	106

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.

Paste response to questions 1-4 here

Teaching the language skills needed for academic success is not only the responsibility of teachers working with second language students; it is a school wide endeavor. In essence, there is a collaborative approach in education for our second language learners. We will provide students with a variety of writing prompts, interactive and shared writing strategies and reading workshop, where each student is assessed to read just right books on their own level. Also with guided reading and small reading strategy group work, in addition to reading and writing within the content areas of math, science and social studies will be implemented. The program provided will address all aspects of language learning with mini-lessons and extended lessons implemented for our LEPs/ELLs in extended day programs. Each student will be provided with their own goals for reading, writing and math through assessments delivered by the classroom teacher and/or the ESL teacher appropriate for the grade level. Children will learn how to write descriptive sentences, identify characters, places and events through small group strategy lessons based on grade level standards. The students will create original stories, (narrative, informational, procedural, response to literature and persuasive) aligned with the NY State standards. Students will also be exposed to different reading genres matched to their level of reading ability, both fiction, non fiction, historical fiction, nursery rhymes, myths, fables, science fiction and realistic fiction. Therefore, our LEPs/ELLs will become effective communicators in the English language.

Presently we have 106 mandated LEP/ELLs, sixty students are newcomers (receiving service of 0-3 years) and forty-six students who are receiving services four to six years. We do not have any students receiving services more than six years. (See Part III Chart/ELL Demographics – ELLs by subgroups).

Free standing ESL programs with a push-in model are implemented in our kindergarten through fifth grades, in addition to our dual language kindergarten class. Our new dual language kindergarten class is a self-contained classroom following the roller coaster model with instruction delivered in Spanish ½ the day and English ½ the day on an alternating basis. One bilingual certified teacher instructs the students and provides ESL mandated minutes to the LEP/ELLs in the class. This dual language program also has a Bilingual Pupil Services Teacher Intern working with the classroom teacher daily. The BPS teacher intern provides quality instructional services to English Language Learners in bilingual and English as a second language (ESL) setting. At PS 19, Beginners/Intermediates are grouped into a general

education classroom (a maximum of 12) and receive a minimum of 360 minutes per week of ESL support, provided by a certified ESL teacher who pushes in. The advanced/proficient LEP/ELLs are grouped into a general education classroom (a maximum of 10) and receive a minimum of 180 minutes of ESL support by our certified ESL teachers, who push in to the classroom. Mandated LEP/ELLs in CTT classes (2nd through 5th grades) receive their mandated hours of support in two ways: the ESL teacher pushes into their classroom and these students also meet with the ESL teacher in another general education class with other ELLs on their grade for specific periods (literacy block) throughout the week to meet the mandated service.

The ESL teachers provide support in listening, speaking, reading, writing, math and content areas such as social studies and science to support academic language and a push-in co-teaching model with the general education teacher and the special education teacher. The ESL teachers all have common preps with the teachers who they push in to once a week to collaborate and design appropriate lessons based on data. In addition, the ESL teachers and classroom teachers assist students in achieving the state designated level of English proficiency for their grade and help LEP/ELLs meet or exceed the NY State and city standards. In the freestanding ESL program, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. In order to maximize English language acquisition for LEP/ELLs, the ESL teacher and the classroom teachers of LEP/ELLs work as a collaborative team, analyzing data, planning lessons together aligned to the grade curriculum and attend professional development to raise the achievement of LEP/ELLs.

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

- o Mandated extended day small group instruction (K-5th grades)
- o Leveled Literacy program (1st – 3rd grades), students are pulled out by a certified Leveled Literacy teacher, who is also our bilingual special education teacher three times a week for small group instruction.
- o Wagner College reading buddies (4th grade) once a week college students team up with and ELL student and read with and to them.
- o Foundations & Wilson instruction (K-5th grades) as needed per student
- o Award Reading/Writing program (K-5 grades) administered to the LEP/ELLs within the classroom in small group lessons and delivered during the ESL Saturday program, Aprendiendo Lado a Lado.
- o Rosetta Stone (K-5th grades) technology based language acquisition instruction in the classroom and during the ESL Saturday program, Aprendiendo Lado a Lado
- o Sollioquy (2nd-5th grades) computer program for reading in the classroom
- o Larsen’s Math (1st-5th grades) computer program – students rotate on a weekly base in the classroom for specific needed math skills.
- o Reader’s Theater (K- 5th grades) scripts featuring multiple leveled roles enabling each student to succeed by : building fluency through oral reading; strengthen comprehension and vocabulary; and enrich core content and genre studies within the classroom and delivered during the ESL Saturday program, Aprendiendo Lado a Lado
- o Subscription to ESL newspaper (www.elizabethclaire.com) (3-4 grades).

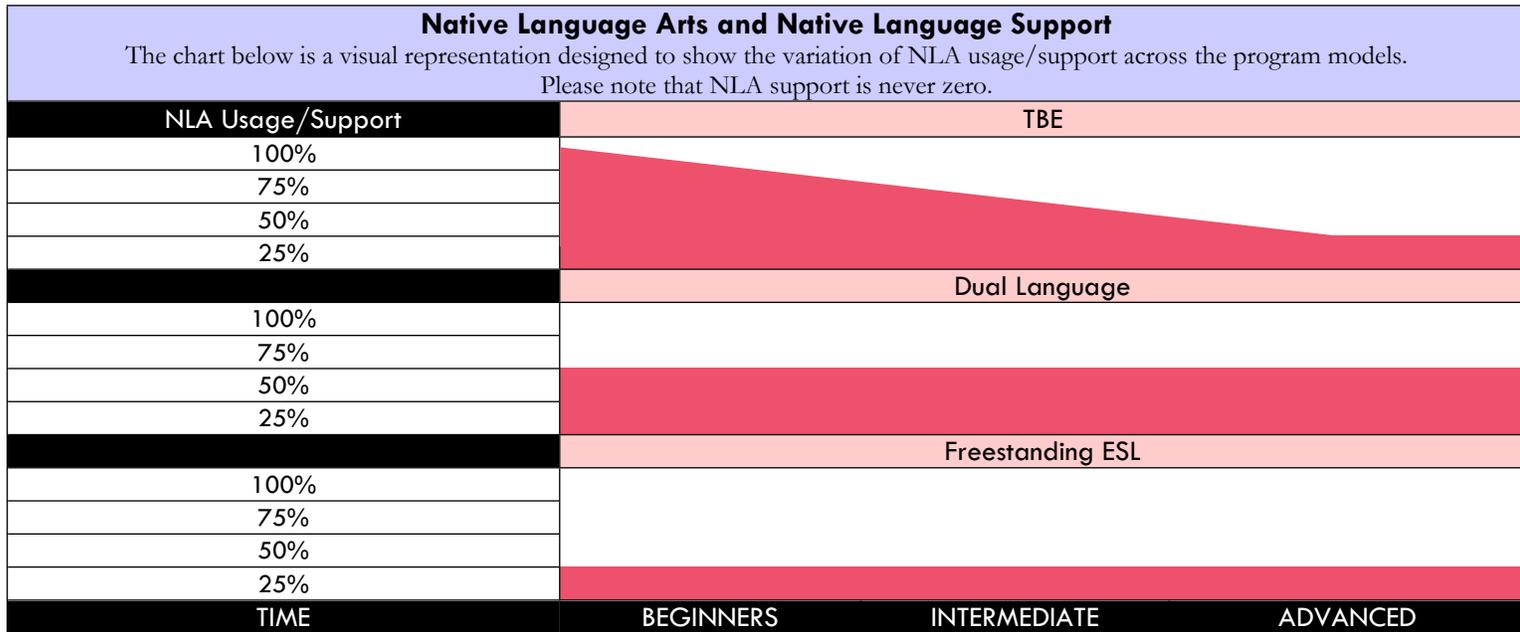
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

All LEP/ELLs that reach a proficiency level are still entitled to ESL support. These students are invited to participate in our Saturday Title III program, Aprendiendo Lado a Lado, and are provided with the additional extended time modification for all testing. In addition, all LEP/ELLs are invited to our after school (grades 3-5) Common Core Standards Curriculum, implementing higher order thinking skills and critical analysis. We also offer after school remediation tutoring for grades 1 and 2 starting in January, 2011.

PS 19 offers a Student Enrichment Model (SEM) for 4th and 5th graders who participate in internships throughout the school year, where each student, including all the LEP/ELLs in these grades select a discipline of interest and participate in a 25 week program every Friday for two periods. These programs include Arts, chorus, social services, cooking, robotics, chess, soccer, bowling, mosaics, and performing arts. By offering programs our LEP/ELLs who have had services for more than three years have the opportunity to develop literacy and math skills through a different forum as well as newcomers to 4th and 5th grades.

Our special education LEP/ELLs are evaluated annually and are given the additional support of small classrooms and modified criteria for their grade level. These special ed students receive instruction based on the IEP and mandated ESL minutes. Our largest groups of LEP/ELLs are our third and fourth graders and after analyzing the data from the NYSESLAT, we realize that our LEP/ELLs need more support in reading and writing. Our Saturday program, Aprendiendo Lado a Lado, was initiated in December of 2009, through an ELL Success Grant which focused on raising the literacy levels of LEP/ELLs through reading in the native language along with English. This grant allowed us to purchase a technology program, Award Reading/Writing for our ELLs. Students, side by side, with their parents are instructed in an interactive reading program based on their independent level of proficiency. Parents and students are also "Read to" in their native language (Spanish and Arabic) literature and complete a follow-up art activity based on the text, which is read in the native language and English. PS 19 has continued this program last year 2009/2010 and will once again continue it this year 2010/2011 using our Title III funds.

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)?

Paste response to questions 1-5 here

This year, 20110/2011, PS 19 opened its first dual language classroom for Kindergarten. This is a self-contained class with one bilingual teacher and one bilingual pupil service intern delivering instruction ½ of the day in Spanish (native language) and ½ of the day in English, equating to 50% of each language (Spanish and English) daily instruction as the roller coaster model. The English language learners and English proficient students are integrated throughout the day. However, when reading is instructed in English the English language learners receive ESL mandated minutes through ESL methodologies with the balanced literacy workshop.

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.

Paste response to questions 1-3 here

Professional development is ongoing throughout the school year at PS 19. All general education teachers and ESL teachers receive continued literacy professional development from staff developers of Teachers' college (20 days), in addition to attending workshops at Teachers' College, BETAC, the Office of English Language Learners and our own network (CFN – 604).

Within our school community, professional development is required of all our teachers (7.5 hours for general ed teachers and 10 hours for

special ed teachers). However, we feel this is not enough and all teachers need to keep up with new developments in education. Therefore, within our school community, professional learning communities of teachers meet once a week for one period on grade level to discuss student achievement. Our ESL teachers are part of this community and offer strategies to be implemented in the classroom for LEP/ELL students. Inquiry teams meet for professional development, focusing on the lower 1/3 of their students, and often this includes our LEP/ELLs. This team meets twice a month and develops specific strategies to implement to improve learning for this lower 1/3 group of students. Also, during the two non student attendance days within the school year (November and June), our ESL teachers deliver professional development regarding language acquisition stages and ESL methodology to all staff members, teachers, Para professionals, and cluster teachers. Also, this year, PS 19 will differentiate the month faculty meetings into three components: special education information; ESL information; and general ed information. Teachers attend meetings based on their needs as a pedagogue.

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?

Paste response to questions 1-4 here

PS 19 welcomes adult learning and parent participation, including parents of LEP/ELLs. We are fortunate to have a bilingual (Spanish) parent coordinator who reaches out with workshops throughout the year informing parents of the instructional curriculum that their children are receiving and are required to know. We have adult ESL classes meeting twice a week for parents that want to learn English. In addition, we have an outside agency, the JCC, who services our LEP/ELL parents and provides babysitting services while parents can learn more about their child's school work. Parents also participate in our Saturday program, Aprendiendo Lado a Lado and completed a survey based on their parental needs and what they would like more support in. The result was the literacy component, reading in Spanish and English, the technology component, becoming more computer literate and most importantly they want to learn to write in English and understand what their children are writing. Therefore, during our Saturday program, Aprendiendo Lado a Lado, we will continue to implement programs for reading (native language and English); writing; communication; technology and how they can support their children in understanding their child's grade level standards.

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)	4	8	3	5	3	2								25
Intermediate(I)		7	4	20	6	4								41
Advanced (A)	11		3	7	12	7								40
Total	15	15	10	32	21	13	0	0	0	0	0	0	0	106

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

SPEAKING	I														
	A														
	P														
READING/ WRITING	B														
	I														
	A														
	P														

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	9	2		16
5	4	5	2		11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		10		7	1			18
5	2		8	1	2				13
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			6		10	1			17
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	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			3	1	10				14
8									0
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)								
Chinese Reading Test								

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.

Paste response to questions 1-6 here

After analyzing students' results, on the 2010 NYSESLAT, we realized that students show the most progress in the listening and speaking modality. (Refer to Part V: Assessment Analysis charts). This can be attributed to the fact that social language acquisition happens early in a child's life when they are most receptive to language learning. Most of the data compares new entrants in a preproduction stage who are developing their academic skills. It is in the reading and writing modalities that students show the least progress, causing them to remain at the same level over time. With this in mind, in order to improve the reading and writing of these students, further academic interventions are put into place within the classroom:

- o Small group instruction
- o Individualized conferring
- o RTI/ academic intervention programs
- o Extended day
- o Extra teacher support within the classroom
- o Award Reading/Writing

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

PS 19 will utilize the data from the 2010 NYSESLAT and LAB-R, along with TCRWP assessments for ELA, Performance Series Assessments for Math and the Predictives for 3rd-5th grades, to better address students' weaknesses and to further align instruction to strengthen these deficiencies. This review of data will be done by administrators, inquiry team members, all teachers and ESL teachers throughout the year.

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

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

Dual Language programs –

Since this is our first year opening a dual language for Kindergarten students, the teacher will assess the English proficient students by using teacher created materials aligned to kindergarten benchmarks by translating in the target language (Alphabet recognition/sounds in Spanish; high frequency words in Spanish; and Leveled Spanish books (Levels A-G) for reading/writing. Since this is the first year and the dual language is Kindergarten only language proficiency in the second language has not been attained as of yet.

The NYSESLAT 2011, which will be administered to our LEP/ELLs in the dual language program, will predict the success of this initiative.

Additional Information

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

Paste additional information here

PS 19R is a Kindergarten through fifth grade Title 1 funded elementary school serving 634 (as of October 26, 2010) students located on the north shore, West Brighton area of Staten Island. The north shore community is home to 19,000 immigrants from diverse backgrounds. PS 19's population mirrors this diversity which includes: 6 Native Americans; 38 Asians; 334 Hispanics; 131 Afro-Americans; 99 Caucasians; 25 no ethnic data submitted; and 1 multi-racial. The 2010-2011 ESL population in grades Kindergarten through fifth grade is documented in Part III (ELL Demographics). However, this number fluctuates (+ or - 10) throughout the year based on new and transferred students. These students' academic and linguistic needs are met through a free-standing ESL push-in program and through dual language for our Kindergarten only.

The administration consists of Mary Petrone, Principal, Joanne Vitiello, Assistant Principal of Special Education and Elizabeth Geli, Assistant Principal of English language learners. Four certified ESL teachers service our LEP/ELLs: Kisha Ramsey, supports Kindergarten, second and fourth grade students; Dina Tornabene, supports first, third and fifth grade students; Pasquale Felix supports our self-contained and CTT special ed students from second through fifth grades; and Martha Chau supports our LEP/ELLs in our Kindergarten dual language program, new this year. Lourdes Cruz, certified bilingual/special education teacher is the IEP teacher and supports ELL students during AIS and SETSS; Karen Gomez, certified bilingual (Spanish) Speech teacher; Magaly Perez, certified bilingual (Spanish) psychologist; Miguel Felix, our bilingual parent coordinator, is a valuable support for our Spanish speaking families as well as our English speaking families and families of low incidence languages.

At PS 19, a welcome is always extended to students where our vision recognizes their unique abilities and talents in developing the whole child. We realize that children learn best in a safe, caring environment that values diversity and risk taking. In preparing both parents and children to feel comfortable, safe and secure at our school, we hold an "Introduction to Kindergarten" day for future kindergarten students and their families to familiarize them with the building and expectations of their child's education. In addition, throughout the school year, our parent coordinator offers school tours to new parents. During this tour, parents and/or students visit classrooms, restrooms, cafeteria, gym, auditorium, library, science art, music and social studies rooms. They also are shown the office, the parent coordinator's office and the nurse's room. Many times the parents have the opportunity to speak to a teacher or administrator on their tour. Our PTA consists of bilingual officers and extends invitations to all parents to participate in their monthly meetings and ongoing school activities. A bilingual PTA newspaper is published every month informing parents of upcoming events and news about our school.

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

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

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		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		10/29/10
	Other		