



P.S. 019 JUDITH K. WEISS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 019 JUDITH K. WEISS
ADDRESS: 4318 KATONAH AVENUE
TELEPHONE: 718-324-1924
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321100010019 **SCHOOL NAME:** P.S. 019 Judith K. Weiss

SCHOOL ADDRESS: 4318 KATONAH AVENUE, BRONX, NY, 10470

SCHOOL TELEPHONE: 718-324-1924 **FAX:** 718-994-9132

SCHOOL CONTACT PERSON: Timothy P. Sullivan **EMAIL ADDRESS:** tsulliv3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Timothy P. Sullivan

PRINCIPAL: Timothy P. Sullivan

UFT CHAPTER LEADER: Kathleen Brown

PARENTS' ASSOCIATION PRESIDENT: Terry Reginella

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** CFN 18/ Network 607

NETWORK LEADER: ELMER MYERS

SUPERINTENDENT: ELIZABETH WHITE

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
Timothy P. Sullivan	Principal	Electronic Signature Approved.
Margaret Torney	UFT Member	
Kathleen Mallon	UFT Member	
MaryAnne Grimes-Genet	Parent	
Marianne Patterson	Parent	
Mary Martin	Parent	
Terry Reginella	PA/PTA President or Designated Co-President	
Kim Algarin	UFT	
Kathleen Brown	UFT Chapter Leader	
Ellen Mauser	Parent	

* Core (mandatory) SLT members.

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 Judith K. Weiss Woodlawn School, PS 19, is a Well-Developed school located in a working middle class area in the Woodlawn section of the Bronx. We currently receive support from CFN 18 and am part of Network 607. PS 19 is unique from most New York City Public Schools because it houses two classes on each grade from Kindergarten through eighth grade. PS 19 has a population of 519 students and is at approximately 140% capacity. The school has one Integrated Co-Teaching class in each grade from 1st through 8th and has a freestanding ESL program which services English Language Learners not in a bilingual program. The average class size in grades K-5 is 28 students and the average class size in grades 6-8 is 33 students. At present, the student body is served by professionals and support staff which includes 1 Principal, 2 Assistant Principals, 1 full time Literacy Coach, 1 part-time Math Coach, 37 teachers, 1 Guidance Counselor, 5 Paraprofessionals, 1 School Secretary, 1 School Safety Officer, 6 School Aides, 1 SAPIS Worker, 1 School Nurse, and 6 additional support personnel. Of the 37 teachers on staff, 94.6% are fully licensed while 100% of our core classes are taught by "Highly Qualified" teachers (NCLB/SED definition) that are permanently assigned to our school. Current strategies for improving instruction and student performance in English Language Arts include the implementation of Columbia Teachers' College Reading and Writing Project which consists of independent/paired reading, independent writing, shared reading/writing, guided reading/writing, the use of Fletcher's Place, Foundations, Great Leaps, Wilson, and the Language! Program (Grades 7/8). These programs will continue during the 2010-2011 school year and will be implemented during the daily 120 minute Literacy Block for grades K-5 and during the daily 90 minute Literacy Block for grades 6-8. To maximize instruction and provide skill-specific support for our struggling students, PS 19 has expanded its AIS "Push-in" program, scheduling more teachers to work with students in both ICT and regular education classes. PS 19 is also in the initial stages of implementing the Imagine Learning Program for grades 1-5. Grades K-5 use Everyday Mathematics as the primary vehicle of Math instruction and grades 6-8 use Impact Mathematics. Each will be implemented during the daily 90 minute Mathematic's Block. For enrichment in Mathematics, students in grades K-5 continue to utilize the Math games and activities provided by the Everyday Mathematics Program and Middle School Students will be part of the Math Olympiad and participate in the Con Edison Bronx Middle School Math Tournament in April. In addition, qualified 8th grade students will have the opportunity to earn high school Regents credit through PS 19's Integrated Algebra Regents class. The administration and staff of PS 19 firmly believe that a strong collaborative relationship between school staff, parents, and the community fosters student growth and achievement and builds an understanding of civic responsibilities. We will develop the importance of generosity and commitment to the welfare of the community as we strive to build well-rounded, dedicated, and contributing members of society.



SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 019 Judith K. Weiss								
District:		11	DBN #:		11X019	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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		0	0	0			93.3	94.4	TBD	
Kindergarten		44	48	48						
Grade 1		50	47	54	Student Stability - % of Enrollment:					
Grade 2		51	48	45	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		53	56	53			97	96.88	TBD	
Grade 4		57	54	61						
Grade 5		57	59	65	Poverty Rate - % of Enrollment:					
Grade 6		60	66	62	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		59	67	66			34.5	37.4	40.8	
Grade 8		64	60	67						
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			2	3	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		495	505	521	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	0	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As 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		0	0	0	Principal Suspensions		9	21	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	61	65	Superintendent Suspensions		2	2	TBD	
Number all others		60	16	11						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	29	19	20	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	2	Number of Teachers	34	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	94.6	TBD
				% more than 2 years teaching in this school	79.4	75.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.6	62.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	89	TBD
American Indian or Alaska Native	0.2	0.8	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	100	TBD
Black or African American	10.7	9.3	8.1				
Hispanic or Latino	20.8	19.4	19.6				
Asian or Native Hawaiian/Other Pacific Isl.	4	3.8	3.8				
White	64.2	64.6	67.2				
Multi-racial							
Male	53.7	52.9	53				
Female	46.3	47.1	47				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
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	X	√	-					
Limited English Proficient	-	-	-					
Economically Disadvantaged	√	√						
Student groups making AYP in each subject	5	6	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	77.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	11.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	43.4	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	W

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

□

While reviewing PS 19's data from the past few years, many trends in both student performance and school wide demographics can be highlighted. PS 19's enrollment has been increasing and, based on our current population of 519 students, the school is approximately at 140% capacity. In response to the increase in our special education enrollment and to compensate for lack of space and new special education resource requirements, PS 19 has one part time ICT class on each grade from 1st - 8th and has hired staff trained to provide these students with their mandated services. PS 19 is also part of the Phase 1 initiative designed to provide zoned students the supports they need. The AIS "Push in" program has been expanded and increased the number of teachers supporting students in both regular education and ICT classes. Student attendance is approximately 93.5% and the number of student suspensions has trended upwards.

The PS 19 community is disappointed by our results on the 2010 Progress Report and is determined to pinpoint areas in need of improvement. We received a "C" and showed a decrease in student performance and progress. Although the Proficiency Levels were raised by the state and Scale Score thresholds for specific performance levels increased, PS 19 students did show a decrease when compared to other city schools. We have been designated SINI (School in Need of Improvement) First Year for two reasons: 1. We missed the AYP participation threshold for the 2009 NYS ELA exam for our Special Education population (94% of our Special education students took the exam and the requirement is 95%). 2. We did not make our AMO on the 2010 NYS ELA exam for our Special Education students (Our AMO threshold is 142 and we scored 140). Although PS 19 was very close to fulfilling these compliance issues and the administration made every effort to convince the state that we should not be SINI, we received the designation.

PS 19 has maintained a staff of 94.6% fully licensed and permanently assigned teachers and has 100% of its core classes taught by "Highly Qualified" teachers.

Areas of focus include increasing student yearly progress in ELA and Mathematics, increasing student attendance, decreasing the number of student suspensions, increasing student performance in ELA and Mathematics, and providing the appropriate supports to increase IEP student progress. PS 19 needs to stress the enrichment and enhancement of current curricula to challenge its proficient students across the content areas. By expanding our Inquiry work and providing teachers across grades and content areas time to meet and discuss best practices, we hope to foster an increase in collaboration and instructional innovation.

Significant aids to school improvement are staff dedication and stability, a strong, supportive, and active Parents Association, innovative teacher scheduling, the addition of a fully functioning Science laboratory, and the incorporation of liberal arts programs such as art and music with Title 1 funding. The administration has increased the scope of our AIS program to reach students in both ICT and regular education classes. Activities such as the Math Olympiad and Con Edison Bronx Middle School Math Tournament are designed for increased enrichment in mathematics.

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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.

Annual Goal	Short Description
<input type="checkbox"/> To decrease the number of student suspensions	<input type="checkbox"/> Student suspensions have increased during the past 3 school years. The goal is to provide interventions that will lead to a decrease in student suspensions and foster more positive, cooperative interactions among students, teachers, and staff.
<input type="checkbox"/> To improve methods of sharing and incorporating best practices related to the Inquiry Process	<input type="checkbox"/> PS 19's teachers have been trained to use multiple data sources to assess students areas of strength and need, are experienced utilizing the Inquiry Process to choose students for focus groups, and have developed systems designed to meet these students' needs. The next step is for the administration to provide professional development related to the Common Core State Standards which will be used to guide sharing across grades and content areas and develop a clear understanding of educational foundations and progression.
<input type="checkbox"/> The goal is to increase parent involvement in the PS 19 school community	<input type="checkbox"/> Increased parent involvement will lead to a more comprehensive and fulfilling education for our students. The administration has noted a recent increase in our immigrant population and an overall decrease in parent involvement in school activities and in participation on the 2010 Learning Environment Survey. Our goal is to reach out to these families and help them become more involved in PS 19's community.
<input type="checkbox"/> To provide Academic Intervention for those students who do not meet State Standards in ELA and Mathematics.	<input type="checkbox"/> PS 19's administration will increase the number of teachers available to push into classrooms across all levels provide Academic Intervention for students not meeting State Standards in ELA and Mathematics

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 **Student Engagement and Safety**
 (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To decrease the number of student suspensions
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>	<input type="checkbox"/> <input type="checkbox"/> • Review 2010 Learning Environment Survey to pinpoint areas in need of improvement <ul style="list-style-type: none"> • Utilize Guidance Counselor, SAPIS support staff, and Assistant Principals to conduct classroom lessons on bullying, appropriate behavior, and for individual/small group conferencing • Clearly review the Discipline Code with a focus on appropriate consequences for specific actions with middle school students
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Guidance Counselor and SAPIS worker will create a schedule for class visitations and will obtain materials from DOE sources • Discipline Code supplied by DOE and distributed to students • Possible per session pay for after school activities that foster positive interaction for targeted students

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The number of student suspensions in 2010/2011 will show a decrease when compared to 2009/2010 suspension statistics in June 2011 • 2011 Learning Environment Survey (Student Section) reflects a more positive satisfaction rate in the areas of student engagement and safety • Guidance Counselor/SAPIS Worker/SBST lesson plans reflect sessions on bullying and other safety related issues throughout the school year • Student work demonstrates class discussion and review of the intervention topics throughout the school year
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Subject Area
 (where relevant) :

The Inquiry Process

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve methods of sharing and incorporating best practices related to the Inquiry Process</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The administration and select staff will attend summer training detailing the Common Core State Standards and will turnkey the information throughout the school year during common collaborative periods and professional development days • The administration will continue to foster and expand the implementation of the Inquiry Process to become a regular component of each teacher’s daily practice • Weekly scheduled common planning/collaboration periods during which time is scheduled for discussions related to teachers’ Inquiry work • Efficiently gather and organize Inquiry Team information • Common Planning/Collaboration periods attended by Coaches and Assistant Principals • Staff development time utilized for whole staff/small group sharing of Inquiry work • Inquiry Team Newsletter produced regularly

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional Development - teachers receive scheduled time for discussion • Inquiry Groups have specific progress monitoring protocols • Programming allows for weekly common planning periods • Summer training for the administration and select staff regarding Common Core State Standards • Ongoing teacher training related to implementing the Common Core State Standards
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Progress monitoring will include regular review of teacher data, attendance at professional development sessions, and informal observations • Lesson plans reflect Inquiry work and the incorporation of the Common Core State Standards • Newsletter created and distributed at least quarterly <p>• At least 20% of Inquiry Work will be guided by the Common Core State Standards</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> The goal is to increase parent involvement in the PS 19 school community</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Review the specific question of the Learning Environment Survey related to Communication for Parents, Students, and Teachers and recognize areas in need of improvement. • Reflect on the successes of current methods of parent notification and interaction and search for ways to increase their effectiveness <input type="checkbox"/> • Review the Home Language Survey to determine which families require translations of official DOE communications • Utilize current bilingual staff for translations during parent meetings and phone calls • Diversify the methods of communications to reach more families • Monitor the PS 19 website to ensure that teacher sites are regularly updated and relevant

	<ul style="list-style-type: none"> • Provide parent workshops related to high school articulation, ARIS Parent Link, Family Literacy Night/Family Math Night, ESL, Assessment, and developing Learning Leaders
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Professional Development related to training Learning Leaders – Title 1 ARRA • Parent workshops – Title 1 ARRA • Per Session to staff workshops – FSF • Bilingual Staff - FSF
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Parent workshop attendance sign-in sheets • Parent responses on the 2011 Learning Environment Survey show an increase in satisfaction in Communication when compared to the 2010 Learning Environment Survey • Parents Association meeting attendance and feedback • Number of PS 19 website visits • Formal and informal parent conversations during the regular school day and dismissal • Incorporation of Learning Leaders into daily lessons

Subject Area
(where relevant) :

Academic Intervention

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To provide Academic Intervention for those students who do not meet State Standards in ELA and Mathematics.
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<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"> <input type="checkbox"/> <input type="checkbox"/> • Include Professional Development for the staff related to intervention strategies and Common Core State Standards • Expand current success on individualized/group student goal-setting in all content areas • Provide test prep classes after school, Academic Intervention during the school day, and during the Extended Session • Utilize baseline exams, Acuity assessments, and Teacher's College assessments to determine individual areas in need of improvement and progress monitor students • Increase the number of teachers pushing into classrooms to provide support - hire one OTPS to cover classes and allow teachers to have more collaboration periods and push-in periods • Utilize common planning periods for discussions related to student progress and best practices • Meet with Mathematics/ELA Support personnel from the Network to review successful intervention programs • Continue the Math Olympiad and the Stock Market Game on the middle school level for enrichment • Teachers will regularly conference with students to guide goal setting and discuss student progress and performance • Differentiate monthly Professional Development to focus on teacher-specific areas of need • Provide documented student exam modifications when possible on classroom, baseline, and periodic assessments to accurately gauge students progress and performance • Teachers will incorporate Math Games and EDM activities for enrichment • Positive reinforcements such as "Exit Tickets" will be used to gauge student understanding offer motivation for goal achievement • Parent workshops will be provided detailing student performance, supplemental resources available, and N.Y.S. Mathematics/ELA Exam requirements and content <input type="checkbox"/> • Schedule weekly collaborative periods for staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> • Utilize per session money for staffing the test prep courses • Provide substitute teachers and coverages for teachers for in-house professional development and visits to other schools (Title 1 - ARRA Funds)

Indicators of Interim Progress and/or Accomplishment

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

- - Individual student conference information demonstrates specific, standards-based evaluation
 - Teachers' schedules will reflect increased periods for push in interventions
 - Classroom, baseline, and Acuity/TC assessments will be analyzed to differentiate instruction, guide goal setting and conferencing, and provide item analyses for the administration and staff to determine differentiated professional development, student assignment in the Extended Session, and appropriate test prep materials
 - Teacher observations will include a review of data and will focus on the appropriate differentiation of instruction. Lesson plans/execution will provide evidence of the effectiveness of professional development and teacher performance when as it pertains to increase achievement for our students
 - **Collaborative meeting agendas will include differentiation of instruction, review of all available data, goal setting, progress monitoring, enrichment activities, and intervention strategies/programs**

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	14	N/A	N/A	2			
1	21	12	N/A	N/A	1			
2	16	14	N/A	N/A	2			
3	21	19	N/A	N/A	4			
4	21	19			2			
5	33	19			3			
6	26	15			2			
7	26	18			5			
8	24	20			8			
9								
10								
11								
12								

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. 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.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> * 90 minute Balanced Literacy Block. * Supported with Teacher's College. * Staff attends weekly conferences on Best Practices for struggling readers. * AIS is a push-in model. * Students receive small group instruction based on needs. Students receive Wilson, Foundations, Rally, Goal, Words Their Way or/and Language! Programs, and Reading Assistant. * Increase in the number of teachers pushing into classes for AIS
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> * 90 minute Math block. * AIS staff work in a push in model * Small group instruction focusing on individual needs using manipulatives, reteaching, technology, and math games. * Lessons are scaffolded to students by the AIS staff. * Differentiated instruction in all math classes through frequent content and skills based

	<p>assessment.</p> <ul style="list-style-type: none"> * Math journals will be used as a means for guiding students to solve word problems by using a step by step process. * Increase in the number of teachers pushing into classes to provide AIS
Science:	<ul style="list-style-type: none"> <input type="checkbox"/> * Math Coach and ELA coach push in the classroom based on teacher need and recommendations.. * ELA push-in teachers utilize relevant Science content during small group ELA instruction (Fact/Detail, Sequencing, etc.)
Social Studies:	<ul style="list-style-type: none"> * Math Coach and ELA coach push-in the classroom based on teacher need and recommendation. * ELA push-in teachers utilize relevant Social Studies content during small group ELA instruction (DBQ's, Historical Fiction, etc.)
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> <input type="checkbox"/> * Small group focusing on students needs. * School counselors will provide guidance and crisis counseling services during the school day, one period a week or more for Black, Hispanic and Economically Disadvantaged students in grades 6-8. * Students are assisted in learning how to deal with various personal issues including school, friends, family current events, etc.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> <input type="checkbox"/> * School psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at-risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> <input type="checkbox"/> * Social workers will provide counseling services to at-risk students, especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are affecting

	student progress.
At-risk Health-related Services:	* Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 6-8. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

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

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

Section I. Student and School Information.

Grade Level(s)

N/A

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

N/A

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.

N/A

Section III. Title III Budget

—

School: N/A

BEDS Code: 321100010019

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	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

Documentation completed by incoming families includes a language survey which determines home spoken/written language. This information is noted and parents are instructed to view translations of documents that are either generated by the school or can be translated on "Google Translate". Incoming families are directed to utilize the translation services provided by the DOE and to view the support posters in the entrance.

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.

The Parent Coordinator, website, and school newsletters are key media used to inform our school community. Currently, translation has been available during school meetings and parent conferences when requested by parents in Albanian and we need to find more resources in Arabic.

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.

Written translation services will be provided by in-house staff and parent volunteers. Communications from the DOE will be sent home in languages provided by the DOE at the same time English communications are sent home. Bilingual staff and volunteers will be on hand to assist when possible.

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 translations will be provided by in-house staff and parent volunteers when possible, especially during parent meetings and Parent/Teacher conferences.

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>.

PS 19 provides all families a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

PS 19 posts near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	N/A	\$347,635	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,476		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,382	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,764	*	

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 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

In School Documents Section

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

In School Documents Section

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.

□As per section IV (Needs Assessment):

While reviewing PS 19's data from the past few years, many trends in both student performance and school wide demographics can be highlighted. PS 19's student enrollment has been steadily increasing and, based on the current enrollment of 519 students, the school is at approximately 140% capacity. To accommodate for the increase in our special education enrollment and to compensate for the lack of space and new special [education resource](#) requirements, PS 19 has one part time CTT classes in each grade from 1st - 8th and has hired staff trained to provide these students with their mandated services. PS 19 has also instituted an AIS Program for at-risk students in grades K-8 which will be reviewed and refined as assessment results are calculated. Student attendance has decreased to approximately 93.5% and the number of students receiving suspensions has risen slightly.

Areas in need of improvement are students earning "One Year of Progress" in Mathematics, "Average Proficiency Gains" for PS 19 students achieving Level 3 or Level 4 in Mathematics, and "Median Student Proficiency" in both ELA and Mathematics. One major goal is to focus on our subgroup populations, specifically our Special Education students, so that they may make the appropriate gains and progress. PS 19's performance on the 2010 Progress Report shows substantial decreases in these areas when compared to our Peer Horizon and other NYC schools. PS 19 joined Columbia Teacher's College (TCRWP) in late 2007 and received the support necessary to increase our students' performance in ELA.

The administration has begun to offer teachers professional development related to the implementation of the Common Core State Standards and needs to continue to work with staff to increase the rigor in the classroom and increase student performance.

2. Schoolwide reform strategies that:

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

□Enrichment activities include the Math Olympiad, Con Edison Bronx Middle School Math Tournament, Chess, Extended Session, and differentiated classroom instruction. Teachers facilitate regular individual/group student goal setting and analyze many types of data to determine appropriate student grouping. Teachers have been trained on the use of manipulatives in the Everyday Math Program and the completion of PS 19's fully functioning science lab fosters a more hands-on approach to learning. PS 19's AIS program was also modified to increase the number of teachers pushing into classrooms on all levels for extra support.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□PS 19 is reviewing the feasibility of conducting a Saturday Academy for academic enrichment□ as well as other opportunities. PS 19 conducts Specialized High School Preparation classes, NYS Math and ELA Preparation classes, and utilizes Extended Session on Tuesdays, Wednesdays, and Thursdays throughout the year. The Sports and Arts Program also utilizes small group instruction on Tuesdays, Wednesdays, and Thursdays throughout the school year for targeted students.

- o Help provide an enriched and accelerated curriculum.
 - PS 19 conducts an Integrated Algebra Regents course before school that offers advanced students the opportunity to earn high school regents credit. Enrichment in the classroom includes the Math Olympiad, Stock Market Game, Hands-on EveryDay Mathematics activities, Con Edison Math Tournament, and utilizes Columbia Teacher's College Reading and Writing Project for its ELA program. PS 19 also has a chess program that provides classroom instruction for the lower grades.

- o Meet the educational needs of historically underserved populations.
 - PS 19 strives to provide all students with the most comprehensive and well-rounded education that our resources allow. Historically underserved populations have been a focus of our Inquiry Teams as well as the administration so that populations such as the "Lowest Third" have the same opportunity for achievement. Information gleaned from the 2010 Progress Report, Learning Environment Surveys, and student performance on the 2010 NYS ELA/Math Exams is being used to create "next-steps" and differentiated groupings by the teachers.

- o 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.
 - Counseling is offered to all students based on teacher recommendation, parent/student request, and academic performance and may include small group/individual support.

- o Are consistent with and are designed to implement State and local improvement, if any.
 - N/A

3. Instruction by highly qualified staff.

- 100% of PS 19's students are taught by "Highly Qualified Staff" as per NCLB requirements and definition.

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.

- Teachers are surveyed in the beginning of the year to determine their individual professional development needs. Monthly Professional Development sessions are differentiated based on subject, grade, current issues, and chancellor's requirements and include teacher feedback. Weekly grade meetings and scheduled collaborative meetings are utilized in part for continued training. Current professional development is related to Collaborative Inquiry, the Common Core State Standards, and differentiated grouping and instruction.

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

- PS 19 historically attracts high-quality teachers and is recognized as one of the higher-performing schools in the Bronx. The administration has a strong connection to the Parents Association and the community. Student teachers are welcome and often apply for positions once they earn their degrees.

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

PS 19's has a full time parent coordinator who acts as a support for our parents and their families and as a support for the parents and staff. PS 19 holds workshops related to the NYS exams, ARIS, and scheduled Family Math Night, Family Literacy Night, ESL supports, High School articulation, and internet safety. Parents are encouraged to participate in various fundraising activities and support the school by becoming Learning Leaders.

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.

N/A

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.

Teachers have been trained on the navigation of ARIS and Acuity as well as Teacher's College AssessmentPro so as to best understand how the data on these sites relates to student performance and progress. All teachers receive Excel spreadsheets detailing student performance on NYS exams and school wide baseline exams are given in Math and ELA. Teachers use this information in conjunction with formal/informal classroom assessments to determine appropriate groupings for differentiation. Regular conferencing also guides individual/group student goal setting.

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.

Students can be recommended for AIS at anytime during the school year and discussions related to student performance are held during weekly collaborative meetings. Teachers can recommend students for the Extended Session on Tuesdays, Wednesdays, and Thursdays bases on ongoing formal/informal assessments and may also suggest peer tutoring from members of the National Junior Honor Society during their weekly tutoring sessions. Data from Individual Conferencing, baseline exams, and numerous other assessments are used for teacher referral for extra support.

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

N/A

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			347,635	True	Goal #3 - Parent Involvement

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

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

NCLB / SED STATUS: SINI - Year 1 **SURR PHASE / GROUP (IF APPLICABLE):** N/A

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. Area in need of corrective action - Special Education students in English Language Arts - Year of Progress. On the 2009 NYS ELA exam, 8 special education student scores were invalidated due to the misadministration of the exam by one of our Special Education teachers. Since our Special Education student population is relatively small, the omission of these scores resulted in a participation rate of 94%, 1% less than the required 95%. On the 2010 NYS ELA exam, our special education students failed to reach our AMO of 142 in ELA, scoring 140. Failure to reach AYP in 2 consecutive years in Special Education in ELA caused us to become a SINI Year 1.
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.

 Although professional development related to proctoring the NYS exams was conducted and attended by all teachers before the misadministration of the 2009 exams, the administration has increased and differentiated its proctor training. Teachers are required to sign off on professional development related to the review of the Test Administration Handbook, have their specific duties as proctors written out and explained by the administration for their modification groups, and provide these modifications during Predictive Exams to expose any issues or questions they may have.

To foster the progress of our Special Education students in ELA, the administration has reviewed the data and increased the number of supports provided. The results of the 2010 exam have been sorted by subgroup and specific areas in need of improvement have been

identified. For example, the majority of our Special Education students failed to earn full credit on many of the constructive response questions towards the end of Book 1. This signifies the need to increase testing stamina and focus on the development of these short responses. Also, the number of teachers providing AIS has been increased. Teachers "Push in" classes to provide support and are given time during common prep periods and monthly professional development meetings to collaborate. Students scoring less than a proficiency rating of 3.25 on the 2010 NYS exams were also flagged for PS 19's Test Prep classes which begin in January and are conducted up until the exams. Also, Sports and Arts will conduct small group tutoring at PS 19 for targeted students receiving Free Lunch and Champion will tutor these students in their homes.

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.

Professional development will include Calendar Days for Columbia Teachers' College with a focus on increasing rigor in classroom instruction and following the new Common Core State Standards. PS 19 will also purchase the Imagine Learning Program for the students in grades 1-5 and train the teachers on its implementation. The students will receive differentiated instruction via the online Imagine Learning program and the teachers will continue to use data from baseline exams, Predictive exams, and Rally! assessments to differentiate classroom instruction based on student strength/weakness. IEP students will benefit from the expanded AIS "Push in" program as well.

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

Teachers are surveyed in the beginning of the year to determine areas of interest. Common planning periods are attended by the administration to facilitate the sharing of best practices and time is allotted during monthly professional development sessions for collaboration across grades and content areas. Our in-house ELA Coach will assist teachers on a daily basis.

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.

Parents were sent letters explaining our identification as a SINI school and the Principal will hold a meeting before the January 19, 2011 Parent Association Meeting to explain the situation and answer questions.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
1
2. Please describe the services you are planning to provide to the STH population. We provide at-risk counseling by the guidance counselor and have a SAPIS worker who offers support through peer groups and inclusion in clubs such as the Photography Club. The STH population may also receive AIS services when needed and is provided transportation passes.

Part B:

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).
N/A

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

N/A

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_11X019_020811-134109.doc

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	District 11	School Number 019	School Name Judith K. Weiss
Principal Timothy Sullivan	Assistant Principal Ellen O'Brien Ted Czerniewski		
Coach Kathleen Mallon	Coach type here		
Teacher/Subject Area Spheresa Gjidija	Guidance Counselor Kim Algarin		
Teacher/Subject Area	Parent		
Teacher/Subject Area type here	Parent Coordinator		
Related Service Provider type here	Other type here		
Network Leader	Other type here		

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

C. School Demographics

Total Number of Students in School	327	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	11.62%
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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.

1. During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). During the process a pedagogical teacher is called to assist the family in the completion of the HLIS. Interpretation is provided by pedagogy staff who is fluent in the language (Spanish and Albanian) or we utilize Language Interpretation Unit. The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the Assistant Principal or a teacher with the student and parent in English and in the native language, if possible. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services. Parents are notified in a letter that is in their language of choice.

2. To follow is a description of the structures PS 19 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the Assistant Principal with the ELL Teacher distributes the Entitlement letter in English and their native language with an invitation to attend the Orientation session. During the orientation the video is first shown in their native language explaining the 3 programs offered in the NYC schools. Parents are then presented with the Parent Survey and Selection Form. All materials are presented in the native language when translation is available from the DOE website. Parents are encouraged to complete the form at the school with the assistance of a translator in order to ensure their child receives entitled services as soon as possible. For parents who do not attend, we follow-up with a phone call and schedule another Parent Orientation session.

3. The Assistant Principal in collaboration with the ELL teacher conducts the Parent Orientation sessions where parents are informed on program choices for their child. At these sessions, parents are once again informed about and/or shown the video, given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language

other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. PS 19 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will take the names and formulate a list. We then explain the number of students that we would need in order to form an alternative program then what is offered at PS 19. Follow-up phone calls and letters are made to parents did not attend and make-up sessions are scheduled following the above procedure. For new admits after November, PS 19 follows the same steps but provide the information during the registration process with the same protocol as stated in an individual basis.

4. At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. Several outreaches are made to families with entitled children. If we do not succeed in obtaining the forms, we meet with the families during the November Parent/Teacher conference. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on a individual need basis.

5. PS 19 offers a Freestanding ESL Program. These programs are aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms for the past few years, the trend by parents is to choose the Freestanding ESL Program. 6. Parents are aware of our success and most opt to have their children placed in this program and remain in our building. We ensure that not only is parent choice being honored, but that parents are fully informed of their rights.

6. Looking yearly at the Program Selection Forms the majority of the parents request a Freestanding English as a Second Language Program. Several of our new admits come to our school at the recommendation of families who are already attending PS/MS 19. They state that they want their children to be in class with students who are Native to the English language because they will have academic success. We still inform them of what the regulations are in setting-up a bilingual or dual language program.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-														0

Contained														
Push-In	2	1	1	1	1	1	1	1	1					10
Total	2	1	1	1	1	1	1	1	1	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="27"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="31"/>
Total	<input type="text" value="27"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="31"/>
Number of ELLs in a TBE program who are in alternate placement: <input type="text" value="0"/>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
TOTAL	0																					

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1	1			1	1						8
Chinese	1		1											2
Russian														0
Bengali														0
Urdu														0
Arabic			1		1	2		1	1					6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	9	1	1	3		1	1	1	1					18

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
Other	2		1	1										4
TOTAL	14	3	5	5	1	3	2	3	2	0	0	0	0	38

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.

1. We have a Freestanding ESL program for grades K-8. Presently, we have 38 ELL students, 13 beginning, 10 intermediate, and 15 advanced. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with the mandated units of instructional time in ESL. We have one teacher who is instructing and assisting in the education of the ELL population, as well as our highly qualified staff who provide services to English Language Learners. PS 19 has scheduled in for our school year an ELL collaboration period for staff members to meet. This affords the school time to monitor student progress, discuss instructional strategies, and best practices for ESL instruction. In addition to the ESL period, all teachers have an additional ELA collaboration built in to their schedule to meet and discuss student progress. We have two classes on a grade, a general education class and an ICT class. During our ELA block there can be up to three teachers in the room to support our ELL students. Our ELL population are heterogeneously mixed in the classrooms. Students at the beginning, intermediate and advanced level follow push-in model to align with grade appropriate curriculum. Our ESL teacher with the support of the classroom teacher, works on scaffolding, modeling and simplifying tasks so the students can access grade appropriate, general education curriculum.

2. In accordance with the CR Part 154, beginning and intermediate ESL students are receiving 360 minutes per week and advanced students are receiving 180 mandated minutes. An ESL teacher is on staff to provide and support the instructional minutes. At P.S. 19 all students receive the mandated 90 minute literacy block and math block daily five days a week. Our ELL population receives the support with a direct pushing with our ESL teacher during daily the literacy block to ensure no interruption of ELA instruction. Depending on the individual performance level, it is determined whether it is for the entire block the children receive the support of the ESL teacher. The majority of our classes that have an ELL population have 2 teachers present during the literacy and math block. During our extended day period our ELL population is grouped according to level of performance for intense instruction and support of language acquisition. No more than five students are in a group for instruction.

3. All content area is delivered in an instructional program that ensures academic rigor. In addition to our 90 minute ELA and math block, all students at P.S. 19 receive instruction in science, social studies, technology and the arts. Each classroom has a leveled library for students to utilize. As a school we have just acquired a new science lab that students from grades 4-8 are doing labs. At our school

science is an investigatory process using weekly hands on experiments. Our elementary science teacher utilizes ESL strategies for her instruction that have been shared out during grade conferences and professional development. Weekly experiments are provided school wide and the ESL teacher will further support the units of study during her instruction. Students are guided in small groups the work on language development both verbal and written. We also provide laptops to our newcomer students in ELA, science, math, and social studies. Here the textbooks are available online along with a website tutorials that support the content. As a staff we really heavily on google translate for our middle school newcomers and all learners. Unfortunately, several languages are not available in the textbooks or trade books and the teacher will summarize/take notes then translate using Google Translate for the students. Technology is used on a daily basis in our classrooms. Each room is equipped with a smart board where lessons use visual support in the content area to support student learning. United Streaming is utilized to teach content using visual and auditory support.

In addition to the above support for content area, our K-8 teachers follow the recommended NYC DOE pacing calendar for social studies and science. Several trade books, in addition to our core curriculum program from Houghton Mifflin, were purchased for our ELL population to support units of study. These trade books are supported with photographs, timelines, maps, and easier readability for our ELL students. We rely heavily on technology for our instruction. Teachers use United Streaming to show video clips to support their instruction. During our weekly grade conferences strategies are shared in terms of best practices for our ELL. Teachers' College staff developers will be providing several lab sites professional developments that focus on supporting our ELL population in the content area. In addition to this we are sending teachers for staff development at TC in supporting our ELL population.

4.a. With our SIFE students we focus on instruction that teaches not only academic but social language. Weekly our students work with a counselor on study skills and remedial content. They are in a double block of ELA and Math in a team teaching model. Our SIFE students are also assigned a "Buddy" system with a classmate.

b. Our newcomers in grades 4 and up are using the Keys to Learning program 3 periods a week for 40 minute blocks. Our newcomers in elementary are in a balanced literacy program daily for a double period with the support of two teachers. Other programs that are in use based on needs and levels are New Heights, Reading Assistant, Words Their Way, Lexia, Starfall, A+ Math, Backpack, and Language! In addition to this during the extended day ELL students are grouped based upon need and levels. Group size never exceeds 5 in order to provide target strategic lessons. At the start of March we plan to use the Empire State NYSESLAT book, as done the prior school year, to help students prepare for the exam in the spring. Lastly, students are invited to attend the after school test prep for both the ELA and the Math State Exams using the Kaplan program. Students are partnered with students who exceed standards in literacy and can work as role models or buddies.

c. During the daily 90 minute Literacy and Math block all ELL students are receiving the support of two teachers in the classroom. We continue to work with Columbia Teacher's College staff developers and use Everyday Math supplementing with Math Steps. Impact math is supported for our ELLs with two teachers using the website and small group instruction based on needs. All ELL and transitional ELL students are in our extended day program in group sizes less than six. Each teacher works with the ELL students focus specific skills and strategies using the provided data to drive instruction.

Technology is widely used in all classrooms to support all our ELL students in all content areas. Each room is equipped with smart boards and digital image projectors to provide visual, auditory, and kinesthetic support to our students. Elementary classrooms are set up with listening centers to further the learning modalities of ELA. Upper elementary and middle school students utilize the laptops to practice listening, fluency, vocabulary and comprehension. Our newcomers and SIFE students use Google Translators to help in the daily communication with the students and teachers. Various multicultural materials provide hands-on interactive learning, giving access to core curriculum. All students are using picture dictionaries, thesauri, and dual language dictionaries. Students are also receiving CDs that have content area courses to provide not only support in school but home. These CDs have an audio component to assist in the reading and comprehension of the text. Children are also shown how to access online websites to support their learning. These websites come with links to help in studying using an online tutor. Our computer lab utilizes software specifically designed for ELL students.

d. Our 2 long term ELLs are in a heterogeneous 6th grade class receiving the support of two teachers during the literacy and math block. They are receiving the support of Teachers' College staff developer who is focus in on writing, an area of weakness for both students. The discussion was made based on data from the ELA and NYSESLAT. Students produced on demand writing in September 2010 which were used as a baseline and strategy groups were formulated based on need for the writer's workshop.

e. Our 3 ELLs with special needs are closely monitored and provided all the academic support. Our related service teachers work directly in the classroom with the general education teacher and the ESL teacher. We have weekly special education meetings that are attended by all support service providers and our ESL teacher. Here we work on strategies that best support our students and analyse the data for instruction. For our special education model, we strongly support an ICT setting. All our special need students are in this setting accessing general education with the support of two teachers. Curriculum is not altered but modified to best meet the learners needs. Some

modifications maybe timeframe, amount of questions, presentation of material, etc. Lastly, we have weekly special education meetings to monitor student progress with all our special education teachers, related service providers, and school psychologist.

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

5. All students that are targeted for intervention attend a 90 minute literacy and math block with the support of two teachers. During this block the ESL teacher pushes in for additional support. Each classroom is equipped with a smart board, digital image projector and 4 laptops. This provides the tools teachers need to implement ELL learning strategies (visual, auditory, etc....) In grades 7 & 8 we provide an intervention program called Language! In our K-3 class we use Words Their Way with English Learners, Wilson, Foundations, and Math Steps for our intervention programs. Lower grade teachers send home packets with each student to support Tasks in our intervention focus thinking, reading, listening, and talking. Students are assessed monthly and placed in strategic reading groups based on needs. We also have weekly child study meetings that we discuss and monitor student progress. Each grade has an additional collaboration period for data inquiry groups, monitoring student progress.

6. Students that have reached proficiency on the NYSESLAT will remain in the extended day program for additional support. They are grouped based on academic need and levels with general education students. Group sizes do not exceed 6 to ensure targeted instruction. In addition to this they will be part of the extended day test prep that is offered. The students are closely monitored and part of an inquiry group that meets weekly to discuss student progress.

7& 8 Last year we used Backpack with our lower grades and felt it do not include all the key components for our students. We are looking more to match the students' needs instead of having the students align to a program. One thing we will continue is the afterschool NYSESLAT preparation for our students. We strongly feel that our students were confident and prepared to take the NYSESLAT.

9. At PS 19 we offer chess, wrestling, teen center, test prep, high school prep course, and an art portfolio course to all our students depending on grade level. Every child receives an invitation and is encouraged to attend. All our ELL students attend our extended day program.

10. As discussed previously, technology is used to support our ELL during instruction. Each classroom is equipped with a smart board and digital image projector for interactive lessons, visual and auditory support for our students. 4 laptops are in each classroom along with a state of the art computer lab. Laptops are used for various tasks. Students use them to access websites that support language acquisition. EDUplace is used to provide fontastic leveled text with auditory support. Many of our newcomers use the laptop for the writing process and to assist in translation in Google Translator.

11. Our largest population of ELLs are Albanian as is our ESL teacher. She is able to support them in native language development. We also rely heavily on Google Translate and parental support.

12. All required supports and resources are age and grade level appropriate.

13. In order to assist newly enrolled ELL students before the beginning of the school year we hold an orientation with the parents to familiarize them with PS/MS 19. We offer workshops throughout the school year for parents.

14. Presently, the only language offered at PS/MS 19 is Spanish. Starting in 7th grade students receive Spanish instruction twice a week.

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

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

1. All staff at P.S. 19 participate in a rigorous, professional development plan. Each grade and teacher has an additional prep period to ensure collaboration. As a school we have a weekly Special Education, child study, data inquiry, and professional development meeting which we are fortunate to have our ELL teacher be part of the majority of the committees. With the support of our network, our ELL teacher receives on site staff development from the ELL specialist and attends Network workshops whenever offered. Our ELL teacher also attends seminars at Columbia University Teachers' College geared towards the ELL population, Network meetings and works with the onsite staff developer.
2. Our guidance counselor works closely with our staff in assisting students with the transition to high school. She holds a parent workshop twice a year and goes in to the classroom for articulation along with individual student conferences.
3. All staff have or will obtain the mandated 7.5 hours of ELL training that is recorded. In addition to this we have professional development each year that revolves around the instruction of ELLs. Our weekly collaboration meeting with our ESL teacher provides support on a continuous cycle for all ELLs.

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

1. We understand the importance of welcoming new parents into our school community. Our Parent Coordinator and the Parents' Association are instrumental in providing school information for new parents, especially parents of ELLs. Our ESL teacher, classroom teachers, and all support personnel put forth every effort to ensure that our parents are consistently updated regarding student achievement. We have staff members who serve as translators (Albanian, Spanish) for parents during meetings, especially Parent-Teacher conferences, phone calls, IEP meetings, High School articulation meetings and for any occasion where needed. In addition, we have a school website to enhance communication with all parents. Workshops are planned throughout the school year based on surveys and questionnaires. We offer a family math and literacy night yearly for all families. We also host the open school week in November, a Welcome Breakfast for new parents, various workshops throughout the school year, and school celebrations (publishing celebrations, honor roll, and performances)
2. As a school we have had an ongoing partnership with Columbia University Teachers' College. As an institute they provide workshops for parents throughout the school year addressing literacy. In addition to this we are affiliated with the Woodlawn Taxpayers Association

who support our school with service awards, school facilities, and fundraisers and is open to all parents. Monthly meetings for all parents are held the second Tuesday of the month to support all Woodlawn families. We also are affiliated with the Woodlean who offer an after school sports program for all our students.

3. One key piece we use to evaluate our parents needs in the Learning Environment Survey. In addition to this we send out parent surveys to obtain information on how we can best support them through workshops, communication, and student progress. Our principal attends all the Parent Association meetings and our School Leadership Team is key in putting forth parents' needs to administration.

4. The majority of our parental involvement activities arise from parental requests that are obtained from the above scenarios.

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)	5	1		2	1	2		1	1					13
Intermediate(I)		1	5	2		1			1					10
Advanced (A)	9	1		1			2	2						15
Total	14	3	5	5	1	3	2	3	2	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B					1	1							
	I			1	1		1			1				
	A		2	2	1		1							
	P			1	1	1		3	3					
READING/ WRITING	B				2	1	2							
	I		1	4	2		1			1				
	A		1	1	1			2	2					
	P					1		1	1					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		1
4					0
5		3			3
6		4			4
7					0
8		1			1

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4					1				1
5									0
6			3		1				4
7					1				1
8					1				1
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					3	1			4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1		1				2
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here Our goal is to improve all student achievement through a balanced approach to literacy, mathematics and mastery of other content areas. Assessment tools are utilized in planning our instruction for differentiation. Students are assessed using

is evident that our students have not demonstrated good control over common sentence patterns, coordination, spelling and mechanics. This is a clear indicator that we need to focus on writing with our ELL population. School wide we have purchased Write Source to improve on writing mechanics and Vocabulary books for 7 and 8 grade. Flexible small group instruction has become a focus for our guided reading and writing. Several of our lab site professional development focuses on specific strategies to assist the teachers. The trends show that students continue to have progress each year with the exception of our special education student. One ELL student was evaluated last year for special education services and qualified for speech and language services. This finding was support in the NYSESLAT were the only modality she did not obtain gains was in speaking. Presently, we have started using Reading Assistant with our long term ELLs for additional support.

3. In looking at the modalities and decision making, we will continue to prepare and familiarize our students with the NYSESLAT exam in small group instruction during the extended day. We are looking at the area of weakness in reading and writing and have made it a key focus for our in- house staff development along with our outside support. All curriculum maps are aligned with the NYS Learning Standards and ESL standards. Student follow the workshop model in both reading and writing with the support of two teachers.

4. In looking at the state exams our ELL population do better on the math then the ELA. ELA continues to be an area of focus schoolwide that in constantly monitored during our individual, weekly meetings with each of the grades.

6. Success of our program is evaluated in several aspects. Yes, we clearly look at all the data available but we also survey teachers and families for informal assessment and feedback. In our Freestanding Program, our ELLs continue to make progress. In addition to the NYSESLAT several of our ELL students have made AYP in the area of ELA. Students continue to advance based on Teacher's College Reading and Writing Assessment if logs are continuously filled out and monitored by the teachers. The content area of math tends to be strong for our ELL population as stated. The uses of concrete manipulatives help all the content strands for mathematics. This is a strong indicator that the support of Teacher's College, collaboration, staff development, extended day, CTT classrooms and test preparation programs help students gain proficiency in the English language. We are presently working on a new word study program that is a multisensory approach for grades K - 3.

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 019 Judith K. Weiss					
District:	11	DBN:	11X019	School		321100010019

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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		93.3	94.4	93.5
Kindergarten	48	48	50				
Grade 1	47	54	55	Student Stability - % of Enrollment:			
Grade 2	48	45	52	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	56	53	50		97.0	96.9	95.0
Grade 4	54	61	51				
Grade 5	59	65	65	Poverty Rate - % of Enrollment:			
Grade 6	66	62	67	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	67	66	68		34.5	40.8	46.8
Grade 8	60	67	66				
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		2	3	3
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	505	521	525	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

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	0	0	0	Principal Suspensions	9	21	37
# in Collaborative Team Teaching (CTT) Classes	61	65	62	Superintendent Suspensions	2	2	2
Number all others	16	11	7				

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	0	0	TBD	Number of Teachers	34	37	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	5
# receiving ESL services only	19	20	TBD				
# ELLs with IEPs	0	2	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	2	2	6
--	---	---	---	---

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	2	% fully licensed & permanently assigned to this school	100.0	94.6	100.0
				% more than 2 years teaching in this school	79.4	75.7	75.8
				% more than 5 years teaching anywhere	67.6	62.2	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	89.0	100.0
American Indian or Alaska Native	0.8	0.6	0.4	% core classes taught by "highly qualified" teachers	95.7	100.0	100.0
Black or African American	9.3	8.1	8.2				
Hispanic or Latino	19.4	19.6	18.1				
Asian or Native Hawaiian/Other Pacific	3.8	3.8	4.2				
White	64.6	67.2	68.8				
Male	52.9	53.0	51.8				
Female	47.1	47.0	48.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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