



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CURTIS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R019

PRINCIPAL: MARY PETRONE

EMAIL: 31R019@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mary Petrone	*Principal or Designee	
Jeanne Raleigh	*UFT Chapter Leader or Designee	
Kristine Woods	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Monica Gandia	Member/Teacher	
Evelyn Rosario	Member/Teacher	
Jaime Solano	Member/Teacher	
Vivian Porcu	Member/Teacher	
Angela Carcamo	Member/Parent	
Fabia Rivera	Member/Parent	
Deborah Shand	Member/Parent	
Tandum Lett-Norris	Member/Parent	
Linda Homme	Member/Parent	
Sherri Giammarino	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Based on 2012 NYS ELA assessment, students will demonstrate progress meeting state standards measured by a 2% increase in scoring Level 3 and 4 on this assessment in Spring 2012.

Comprehensive needs assessment

In an analysis of the 2011 NYS ELA performance for grades 3-5, data showed a 13.2% increase in the number of students performing at or above grade level standard (levels 3 and 4). However, there are more than half the students who performed at level 1 and 2. By analyzing Item Skills Analysis and current data from classroom assessments (Teachers' College Assessments, conference notes, reading response notebooks), we have identified ELA skills that trend as an issue for grades 3-5. Looking at the whole school, we need to address these skills on each grade level (as appropriate) for our students to make progress since this appears to be a continuous problem. Teacher teams will target instructional planning to address these trends. Skills that we have identified as target areas are in the area of comprehension and vocabulary. Specifically,

- Identify and summarize main ideas and supporting details.
- Determine the meaning of unfamiliar words using context clues.
- Use of story structure, story elements, and key vocabulary to interpret stories.
- Use specific evidence from stories to identify themes, describe characters, their actions and motivations relate a sequence of events.
- Evaluate content by identifying words using context clues.

Instructional strategies/activities

The target group of students will be students performing at level 1 and level 2 on the 2011 NYS ELA Assessment in grades 3 -5 or have not met benchmark reading levels in grades K-2. This goal will be achieved by teacher team planning effective instruction:

- By using Teachers' College Assessments throughout the current school year, teachers will identify multiple entry points of students in Units of Study based on data and pre-assessments. Teachers will monitor progress of students four times a year and plan small group and differentiated instruction within the Reading and Writing Workshops as well as Extended Day and afterschool program, Raising the Bar. Teachers will continually monitor progress through their assessment during conferences, strategy groups and guided groups. Teachers will plan effective and sequential instruction to monitor progress and scaffold instruction to build student independence using read alouds and leveled text.
- As a Response to Intervention Design, teachers will plan individualized plans for these students by: small group – strategy and guided instruction; planning focused extended day goals (3x a year) and utilizing resources activities in Acuity designed to individual needs. Grades K-2 will be offered instruction in Awards Reading, Leveled Literacy (AIS). In grades 3-5 support will be given to our Level 1 and 2 students through Wilson Literacy (Students with Disabilities); World Up Flocabulary program (vocabulary); ESL Strategies (ELL students) and Mondo Intervention Program (AIS). Administrators will evaluate monitor student progress through TC assessments (Independent Reading Level) and rubrics relating to comprehension based on TC continuums.
- Through the Grade Level Professional Learning Communities and the Core Inquiry/Instructional team, teachers and administrators will make effective decisions to reach this goal by looking at data, student work, and planning instruction. Teachers will be supported by administration in walkthroughs; observations and professional development throughout the year.
- Progress will be monitored aligned to the Teachers' College Reading Assessment cycle: September 2011, November 2011, January 2012, March 2012 and June 2012.

- These programs will be implemented throughout the school year for classroom strategies/activities as long as students continue to be the target group. For any RTI/AIS, student progress will be monitored three times a year. For afterschool programs, Level 1 and 2 students will be offered:
 - Grades 3-5: Raising the Bar Afterschool program, October 2011 through March 2012.
 - Grades K-5: Aprendiendo Lado a Lado, ELL Title III program, Saturdays, November 2011 through March 2012.
 - Grades 1-2: LEAP Learn Early and Prepare, Essential Reading program with focus on Oral Language; Fluency and Vocabulary.

Strategies to increase parental involvement

Parent involvement will include:

- Parent Teacher conferences (2x a year); extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2011-2012.
- Informational workshops for parents for specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents; CookShop for Families Workshops.
- Parent Coordinator and PTA newsletters; School Messenger system

Strategies for attracting Highly Qualified Teachers (HQT)

All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,

- Professional Development during faculty conferences (1x a month)
- Grade conference (1x a month)
- Unit Planning Grade Level Meetings - Classroom Teachers(2x a month)
- Teachers' College and CFN 604 PD opportunities: ongoing throughout the year.
- Peer Intervisiations
- Feedback through walkthroughs and observations

Annual survey for professional development opportunities.

Service and program coordination

Ps 19 offers students programs in antiviolenace and bullying throughout the year (2x a month) given by the Guidance Counselor and Physical Education/Health Teacher as well as available school wide assembly programs. Selected classes (eight classes; K-3) participate in Cookshop and will also participate in Cookshop for Families.

Budget and resources alignment

FSF, Title I, Title III LEP, Rollover Title III LEP, TL Translation Services, Foundation Grant II

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Based on data from Teacher's College Reading Assessment Pro in September 2011, 75% of **Students with Disabilities** who have not met grade level reading benchmarks will make progress in their independent reading level: 80% of these K-2 students will improve two reading levels by June 2012 and 80% of these students in grades 3-5 will improve one reading level by June 2012.

Comprehensive needs assessment

An analysis of the data based on the NYSED Spring 2011 ELA Performance shows a 4.7% increase in the number of students with disabilities achieving Levels 3 and 4 between 2010 and 2011. A review of scores for students with disabilities 2011 shows an 18.4% decrease in the number of students scoring at Level 1, a 13.7% increase in the number of students scoring at Level 2, a 4.7% increase in the students scoring at Level 3 and 0% in the number of students scoring at level 4. Although there was a 4.7% increase in the number of students with special needs scoring at Level 3 in 2011 when compared to general education students there is a significant gap in performance. 59.0% of general education students scored at levels 3 and 4 compared to 19.3% of students with disabilities which is a difference of 39.7%. We have made strides in closing the gap with students showing progress during the 2010-2011 Accountability with SWD improving by 3%. We plan to continue to improve SWD progress by monitoring closely students' independent reading levels and provide instructional support and pathways for their progress.

Instructional strategies/activities

The Independent Reading Levels of these targeted subgroups will be monitored throughout the school year during the TC Assessment periods and in guided reading groups. This goal will be achieved teachers planning instruction to:

- By using Teachers' College Assessments, teachers will identify multiple entry points; plan differentiated instruction and monitor progress of students four times a year. Teachers plan guided reading and strategy groups within the Reading and Writing Workshops with focus on non-fiction guided reading groups using National Geographic leveled texts. Teachers will continually monitor progress through their assessment during conferences, strategy groups and guided groups. Teachers will plan effective and sequential instruction to monitor progress and scaffold instruction to build student independence using read alouds; content area reading and leveled texts. Teachers of SWD will focus on building students background knowledge bringing in texts that will expand students' informational knowledge. Teachers will develop instruction that will deepen students' understanding by effective questioning and Depth of Knowledge as aligned to Common Core State Standards.
- Teachers will provide instruction using strategies for Students with Disabilities by meeting Individualized Education Plan goals; scaffolding instruction and attending to students' learning style and accommodations needed. Licensed Special Education will provide instruction as well as feedback to general education teachers of specific methodologies that will give the pathway for these students to make reading progress. Students who need to will have accommodations to meet their learning needs.
- Teachers will implement the following materials to support these learners: graphic organizers; prompts for oral language and writing; readers' theater; visual and audio support as well as resources through web sources such as RAZ Kids and Acuity.
- As a Response to Intervention design, teachers are the first level of RTI and will plan individualized plans for these students by small group instruction; extended day goals (three times a year) and utilizing resources Teachers' College Assessments and Continuums for Literacy; rubrics aligned to units of study; activities in Acuity designed to individual needs. Grades K-2 will be offered instruction in Awards Reading; Leveled Literacy (AIS) and for grades 3-5, Wilson Literacy and Mondo Intervention Programs (AIS). Administrators will evaluate and monitor student progress.
- Through the Grade level Professional Learning Communities and the Core Inquiry/Instructional team, teachers and administrators will make effective decisions to reach this goal and to provide need and feedback to staff.
- Progress will be monitored aligned to Teacher's College Reading Assessment cycle; September 2011; November 2011; January 2012 and June 2012.
- These programs will be implemented throughout the school year for classroom strategies/activities as long as student continues to be in target group.

For any RTI/AIS, student progress will be monitored three times a year. For afterschool programs, timeline will follow the criteria of the program. For Raising the Bar Afterschool program, October 2011 through March 2012; for ELLs, Aprendiendo Yado a Yado, November 2011 through March 2012 and K-2 Learn Early and Progress (LEAP), January 2012 through April 2012.

Strategies to increase parental involvement

Parent involvement will include:

- Parent Teacher conferences (2x a year); extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, Special Education committee, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2011-2012.
- Informational workshops for parents for specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- Student with Disabilities Parent Meetings 2x a year
- ESL and Native Language Classes for Parents.
- Parent Coordinator and PTA newsletters; School Messenger system

Strategies for attracting Highly Qualified Teachers (HQT)

All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,

- Professional Development during faculty conferences (1x a month)
- Grade conference (1x a month)
- Unit Planning Grade Level Meetings – Classroom Teachers(2x a month)
- Teachers’ College and CFN 604 PD opportunities: ongoing throughout the year.
- Peer Intervisiations
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.
- Special Education teachers receive the same professional development offered to general education teachers and collaborate in Professional Learning Communities and Grade Conferences. These teachers are also supported through Teacher’s College and CFN personnel and professional development offerings.

Service and program coordination

PS 19 offers students programs in antiviolenace and bullying throughout the year (2x a month) given by the Guidance Counselor and Physical Education/Health Teacher as well as available school wide assembly programs. Selected classes (eight classes; K-3) participate in Cookshop and will also participate in Cookshop for Families.

Budget and resources alignment

FSF, Title I, Title III LEP, Rollover Title III LEP, TL Translation Services, Foundation Grant II

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #2

Based on data from Spring 2011 NYSELAT assessment, 27.3% % of English Language Learner reached the Proficient level in Reading and Writing. For the school year 2011-2012, students will show an increase of 1% in the performance level of all ELL students in Reading and Writing band.

Comprehensive needs assessment

The outcome in the 2011 NYSELAT assessment showed that 27.3% of ELL students achieved the Proficient level in Reading and Writing. Furthermore, an analysis of the data on the Spring 2011 ELA assessment for the ELL subgroup in grades 3-5 shows a 7.9% in the number of students achieving Levels 3 and 4 between 2010 and 2011. A review of scores for students who are English Language Learners in 2011 shows an 8.5% decrease in the number of students scoring at Level 1, a 0.05% increase in the number of students scoring at Level 2, and a 7.9% of students scoring at Level 3 and 0% of students scoring at level 4. Although there was a 7.9% increase in the number of ELL students who performed at level 3 in 2011, when compared to English Proficient students there is a significant gap in performance. 53.5% of English proficient students performed at levels 3 and 4 in 2011 compared to 24.6% of English Language Learners which is a difference of 28.9%. We have made strides in closing the gap with students showing progress during the 2010-2011 Accountability with ELL students improving by 8%. Our focus continues in closing this gap for our ELL students by monitoring closely students' independent reading levels and providing instructional support and pathways for progress. Considering both data sources, we are looking to improve the outcomes of our ELL students on the Reading and Writing bands on the NYSELAT by a 1% increase.

Instructional strategies/activities

The Independent Reading Levels of these targeted subgroups will be monitored throughout the school year during the TC Assessment periods and in guided reading groups. This goal will be achieved teachers planning instruction to:

- By using Teachers' College Assessments, teachers will identify multiple entry points; plan differentiated instruction and monitor progress of students four times a year. Teachers plan guided reading and strategy groups within the Reading and Writing Workshops with focus on non-fiction guided reading groups using National Geographic materials and Writing Fundamentals for ELLs. Teachers will continually monitor progress through their assessment during conferences, strategy groups and guided groups. Teachers will plan effective and sequential instruction to monitor progress and scaffold instruction to build student independence using interactive writing; shared reading and writing; read alouds; content area reading and leveled texts. Teachers of ELLS will focus on building students background knowledge bringing in texts that will expand students' informational knowledge. Teachers will develop instruction that will deepen students' understanding by effective questioning and Depth of Knowledge as aligned to Common Core State Standards.
- Teachers will provide instruction using specific ESL strategies imbedded in the reading and writing workshops; scaffold instruction and attend to students' learning style and accommodations needed. Licensed English Second Language teachers will provide instruction as well as feedback to general education teachers of specific methodologies that will give the pathways for these students to make reading progress.
- Teachers will implement the following materials to support these learners: native language texts and newspapers; graphic organizers; prompts for oral language and writing; readers' theater; visual and audio support as well as resources through web sources such as RAZ Kids and Acuity.
- As a Response to Intervention design, teachers are the first level of RTI and will plan individualized plans for these students by small group instruction; extended day goals (three times a year) and utilizing resources Teachers' College Assessments and Continuums for Literacy; rubrics aligned to units of study; activities in Acuity designed to individual needs. Grades K-2 will be offered instruction in Awards Reading; Leveled Literacy (AIS) and for grades 3-5, Wilson Literacy and Mondo Intervention Programs (AIS). Administrators will evaluate and monitor student progress.
- Through the Grade level Professional Learning Communities and the Core Inquiry/Instructional team, teachers and administrators will make effective

decisions to reach this goal and to provide need and feedback to staff.

- Progress will be monitored aligned to Teacher's College Reading Assessment cycle; September 2011; November 2011; January 2012 and June 2012.
- These programs will be implemented throughout the school year for classroom strategies/activities as long as student continues to be in target group. For any RTI/AIS, student progress will be monitored three times a year. For afterschool programs, timeline will follow the criteria of the program. For Raising the Bar Afterschool program, October 2011 through March 2012; for ELLs, Aprendiendo Yado a Yado, November 2011 through March 2012 and K-2 Learn Early and Progress (LEAP), January 2012 through April 2012.

Strategies to increase parental involvement

Parent involvement will include:

- Parent Teacher conferences (2x a year); extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2011-2012.
- Informational workshops for parents for specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents.
- Parent Coordinator and PTA newsletters; School Messenger system

Strategies for attracting Highly Qualified Teachers (HQT) All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,

- Professional Development during faculty conferences (1x a month)
- Grade conference (1x a month)
- Unit Planning Grade Level Meetings - Classroom Teachers(2x a month)
- Teachers' College and CFN 604 PD opportunities: ongoing throughout the year.
- Peer Intervisiations
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.
- ESL teachers receive the same professional development offered to general education teachers and collaborate in Professional Learning Communities and Grade Conferences. These teachers are also supported through Teacher's College and CFN personnel and professional development offerings.

Service and program coordination

- N/A.

Budget and resources alignment

FSF, Title I, Title III LEP, Rollover Title III LEP, TL Translation Services, Foundation Grant II

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #3

For the school year 2011-2012, 85% of instructional staff will have received feedback/ratings to indicate they are incorporating next step suggestions in the feedback received in at least 2 feedback reports received during 2011-2012 school year aligned to the Charlotte Danielson's Framework for Teaching.

Comprehensive needs assessment

In strengthening the teaching practice of our instructional staff, professional development will be given to 100% of our instructional staff. We will use the framework as put forth in the Charlotte Danielson's Enhancing Professional Practice A Framework for Teaching with the focus of five selected components (2b Establishing a Culture for Learning; 2d Managing Student Behavior; 3b Using Questioning and Discussion Techniques; 3c Engaging Students in Learning and 3d Using Assessment in Instruction) across the four domains. Our goal will be that our instructional Staff will enhance and enrich pedagogy by strengthening teacher practice which should result in student achievement. Our instructional staff meets the needs of a high risk population each day and we look to provide them with tools to engage students in learning and to establish an environment of respect and inquiry as well as a tool for self-assessment and reflection on their practice.

Instructional strategies/activities

In order to provide teachers with the knowledge of the Danielson Framework, over the course of this school year, teachers will receive:

- Regularly scheduled professional development investigates the five components of the NYCDOE has asked schools to focus on: 2b Establishing a Culture for learning; 2d managing Student Behavior; 3b using Questioning Discussion Techniques; 3c Engaging Students in Learning and 3d using assessment in instruction. Through this PS 19 administrators will communicate and articulate clear expectations for teacher practice.
- Administrators will engage in short, frequent cycles of classroom observation; using one "lens" from the framework after staff received PD on the expectation.
- Teachers will conduct intervisitations to a grade colleague on e grade above and one grade below to observe practice in particular practice with support from staff developer scheduled visitation (Teacher's College and/or CFN Support staff)
- Teachers will meet in Professional Learning Communities to strengthen practice by informed instructional decisions looking at student work and data.
- Utilize Professional Development resource for Danielson's Framework using **Teachscape** site.

Strategies to increase parental involvement

Parents will be informed and updated on schoolwide initiatives including the adoption of the Danielson framework and how this initiative will result in student progress.

- Parent Coordinator will conduct at least six workshops around this as well as the implementation of aligning our curriculum to the Common Core State Standards and the rigor by which student achievement is assessed.
- Parents will be able to seek information via ARIS, PS 19 website; Parent Coordinator and PTA newsletters and Leadership Committee.

Strategies for attracting Highly Qualified Teachers (HQT)

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- Peer Intervisiations
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.

Service and program coordination

PS 19 offers students programs in antiviolenace and bullying throughout the year (2x a month) given by the Guidance Counselor and Physical Education/Health Teacher as well as available school wide assembly programs. Selected classes (eight classes; K-3) participate in Cookshop and will also participate in Cookshop for Families.

Budget and resources alignment

FSF, Title I, Title III LEP, AARA RTTT Citywide Inst. Exp., ARRA RTTT Data Specialist, Rollover Title III LEP, Foundation Grant II

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	27	21	N/A	N/A	1			
1	38	38	N/A	N/A	1			
2	45	40	N/A	N/A				
3	79	55	N/A	N/A				
4	84	84						
5	78	78						
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Day school At Risk SETSS (grades 1/2/4): Wilson, Leveled Literacy and Awards Reading(K-2); Reading Volunteers/Learning Leaders(K-3rd grades) RAZ KIDS; Leveled Reading Acuity Wagner College Partnership for Grade 3 students (those in extended day); small group; reading bookclubs.</p> <p>Extended Day After School Raising the Bar/Grade 3-5 – Task model aligned to CCSS – specifically in Non Fiction Reading and Math Aprendiendo Yado a Yado/Grade K-5 – Readers Theatre; Leveled Readers LEAP Learn Early and Prepare K-2 Oral Language/Fluency/Vocabulary and H/F Words</p>
Mathematics	<p>Math Day School At risk SETTS/Grades 1/2/4 Small groups: Exemplars Extended Day/K-5 Various Resources/Larson’s Math/Acuity Learning Leaders(K-3rd grades)</p> <p>Extended Day After School Raising the Bar/Grade 3-5 CCSS/ Task Model Test Prep Materials(various)</p>
Science	Differentiated Small Group instruction during school day.
Social Studies	Differentiated Small Group instruction during school day.
At-risk Services provided by the Guidance Counselor	Small group (3:1) or 1:1 as needed during the school day.

At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	n/a
At-risk Health Related Services	n/a

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 019
School Name The Curtis School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mary Petrone	Assistant Principal Elizabeth Geli
Coach NA	Coach NA
ESL Teacher Dina Tornabene & Mildred Rios	Guidance Counselor NA
Teacher/Subject Area NA	Parent NA
Teacher/Subject Area NA	Parent Coordinator Miguel Felix
Related Service Provider NA	Other
Network Leader	Other

C. 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	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	631	Total Number of ELLs	89	ELLs as share of total student population (%)	14.10%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

Part II: ELL Identification Process

1a. The Home Identification Language Surveys are administered by trained pedagogues: our two ESL teachers, Dina Tornabene, who speaks Spanish, French and Italian and/or Mildred Rios, who also speaks Spanish. The ESL teachers conduct the informal oral interview in the parents' home language (Spanish, French, and Italian). Parents who speak other languages, such as Arabic, Urdu, Haitian Creole, or others, a translator is requested to support the pedagogue during the interview process. The ESL teacher will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions and if one of the questions numbering from 1 through 4 is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken" in questions 5 through 8, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teacher administers the Language Allocation Battery test to that student within ten days of enrollment. If the student scores at a Beginner, Intermediate or Advanced level, the student is a LEP/ELL. If the student scores at a proficient level, the student is not a LEP/ELL and is placed in a general class. However, it is noted what language the parents speak at home and all school notices are sent home in the native language of the parent. The Spanish LAB-R is administered to Spanish speaking students. Once the LAB-R is administered, program placement is selected by the parents. Students that score below proficiency will be eligible for state mandated services and will take the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered to all LEP/ELL students (K-5) as an annual assessment in the spring. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing. Our certified ESL teachers and the Assistant Principal who oversees the LEP/ELLs keep a list of all mandated ELLs, obtained from the RLER report from ATS, as well as our BESIS report and any new students to ensure everyone entitled is administered the NYSESLAT. Dual language teachers and ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on proficiency levels. Students on beginning and intermediate levels on NYSESLAT receive 360 minutes of ESL support each week and students scoring advanced receive 180 minutes of ESL support each week. Students who have reached proficiency levels still receive support through invitations to Title III programs. Students are placed according to parent selection on the Parent Survey and Program Selection form within ten days of school enrollment.

1b. Upon registration, our certified bilingual ESL teachers meet with the parent and child for an interview to assess the home language of the parent and the cognitive language of the child. The Home Language Identification Survey (HLIS) is explained and administered by these pedagogues. If needed, the HLIS is presented in the parent's native language, if English is not understood. The certified bilingual ESL teachers conduct the interviews for initial screening to determine the student's eligibility for LAB-R. Once LAB-R is administered, program placement is selected by the parents. The parent attends an orientation meeting where a video in various languages is viewed explaining the options New York City schools offer to parents of LEP/ELLs. Parents are advised of the choices they can select for their child's educational program. They may choose to have their child placed in one of three education programs: Transitional Bilingual; Dual Language; Free standing ESL Program. Within ten school days of enrollment, students are placed in the program that their parents chose. Bilingual classes will be formed if there are fifteen or more students in two contiguous grades for Kindergarten through fifth grade.

1c. PS 19 ensures that all mandated LEP/ELLs are administered the NYSESLAT annually. The two certified bilingual ESL teachers and the Assistant Principal, review class lists of all mandated ELLs, refer to RLER, BESIS, RLAB and new admissions list regularly to determine who is eligible for the NYSESLAT. Our general education teachers receive professional development from the two certified bilingual ESL teachers on the components of the NYSESLAT, including how to administer them and prepare their students in all four modalities of Listening, Speaking, Reading and Writing. This professional development is delivered throughout the year to our general ed teachers of ELLs on a monthly basis. In Kindergarten, Mildred Rios, our certified ESL teacher administers the NYSESLAT for all our Kindergarten students. Our first grade general ed teacher, Cindy Cascante, who is also bilingual and speaks Spanish, has seven ELLs in her class of 25 students will administer the NYSESLAT for all first graders; our second grade general ed teacher, Alma Asencio, who is also bilingual and speaks Spanish, has eleven ELLs in her class of 26, will administer the NYSESLAT for all second grade eligible students; our third grade general ed teacher, Kim Sidoti, who has eight ELLs in her class of 26 students will administer the NYSESLAT to all third grade students; our fourth grade general ed teacher, Ellen Overbye-Rabin, who has ten ELLs out of 25 students will administer the NYSESLAT to all fourth grade students; and our ESL teacher, Dina Tornabene, will administer the NYSESLAT to all our fifth grade students. All of the general ed teachers who have English language learners receive professional development on all the components of the NYSESLAT and work throughout the school year with the ESL teacher focusing on these modalities in small groups.

2. The Assistant Principal for ELLs, Elizabeth Geli, along with Dina Tornabene and Mildred Rios, ESL teachers and Miguel Felix, our bilingual parent coordinator conducts parent orientations continuously throughout the year as new students are enrolled. In addition, we schedule three main parent-orientations annually, one in September during the first two weeks of school and then one in October for parents who register after the new school year has begun, or missed the first meeting, and once in the spring (end of March). In the parent orientation meeting, the EPIC video is presented in English, Spanish and any other language needed. The bilingual ESL teachers explain the program choices (Dual language, Transitional Bilingual and ESL). Presently our school offers dual language for kindergarten and 1st grades and will expand to the next grade each year. Presently we do not have a transitional bilingual class, but if 15 parents on two consecutive grades request this program, PS 19, will make arrangements to implement this program. If less than 15 parents request the Transitional Bilingual Class, they have the option of applying to a school that offers this program in their native language, and we can help them find the information in this regard.

The structures that are in place at PS 19 are as follows: first, we send home a parent orientation invite in English, Spanish, and if needed, any other language of the parent. The bilingual parent coordinator also communicates through a home messaging service in English and Spanish reminding parents of the date, time and place of the orientation. These orientation meetings are also posted on our website, PS 19R.org which can be viewed in many different languages. Parents of English language learners are invited to an orientation within ten days of enrollment. Secondly, at the orientation meeting, parents watch the video describing the three program options. They are given an opportunity to ask questions and are provided answers in English and Spanish by our bilingual ESL teachers. Thirdly, the parents complete the Parent Survey Program Selections Form, and identify their program of choice for their child(ren). Fourth, ELLs are placed according to the parent's choice of program. At PS 19 the program options are dual language program with instruction 50% of the time in English and 50% of the time in Spanish (K and 1st), or placement in a monolingual classroom with ESL push-in support. We are aware that if 15 or more parents choose Transitional Bilingual on two consecutive grades, we will implement this program.

3. During the first two weeks of school, the bilingual ESL teachers distribute entitlement and continuation letters and collect any Parent Survey and Program Selections forms that weren't returned during the parent orientation meeting. Copies of the entitlement and continuation letters are kept in the student's cumulative record in the office and a copy is kept in a student file in the ESL room. The ESL teachers use the LAB-R hand score sheet and RLER (List of Eligibility Report) from ATS to determine the ELLs. The ESL teachers go to each classroom and distribute entitlement letters to students to bring home to parents and a copy is kept in the student's file in the ESL room. The ESL teachers collect the Parent Survey and Program Selection Forms and files them in the secured file cabinet in the ESL office. The ESL teachers send home a letter to invite parents to come to the Parent Orientation and sends a telephone message to all parents of ELLs. The ESL teachers check off the names of parents who attended and distributes a second mandatory invite

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

LAB-R eligibility reports from ATS is used to check off which students did or did not receive orientation. If parents are unable to attend the first Parent Orientation meeting, held during the first week of October, which is also followed up by a personal telephone call from our bilingual ESL teachers and Assistant Principal schedules a second Parent Orientation meeting the first week of October, which is also followed up by a personal telephone call from our bilingual ESL teachers and/or bilingual parent coordinator and posted on our website. If parents are unable to attend the first and second Parent Orientation meetings, the parent coordinator will reschedule another meeting on a day that the parent can attend and will inform the assistant principal and the ESL

teachers to view the NYC video for parental choice. At the Parent Orientation meeting a video in various languages is viewed explaining the options New York City schools offer to parents of LEP/ELLs. We highly encourage parents to come to the school where after watching the video and asking questions they get to complete the survey. The parents are advised of the choices they can select for their child's educational program. They may choose to have their child placed in one of three education program options: Transitional bilingual; dual language; free standing ESL program. If we are not able to reach the parent after trying the aforementioned meetings and telephone correspondence, we place the child in a monolingual classroom with ESL support, only if this group of students is less than 15 in total. Parents are informed that based on research findings, continuity of instruction is best. They are advised not to switch their child from program to program and that once a choice is made the student is required to stay in the program for at least one school year in elementary school.

4. When a student is enrolled and they are identified as an ELL, the parent will watch a video in their native language explaining program options for ELLs. After answering their questions they will be given the Parent Survey and Program Selection Form. After reviewing the Parent Survey and Program Selection Forms, the assistant principal and ESL teachers who are bilingual, will place the student in either the dual program (K and 1st), or in a monolingual classroom with ESL push-in support services after explaining all the options to the parents and based on their preference. If the parent chooses Transitional Bilingual Education, we will inform the parent of a school which offers this program. Once again, PS 19 is committed to providing a Transitional Bilingual program if 15 or more parents request this option.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the ESL team found that the trend has been about 25% of our ELL parents choose the Dual Language Program and 75% choose the monolingual with ESL support. Less than 5% of our parents request Transitional Bilingual based on their prior experiences as students themselves in these programs. The parents are adamant about their child(ren) learning English proficiently. In 2010, we initiated our first dual language program in Spanish, offering another option to parents, but still find that parents prefer the monolingual program with ESL support. The ESL teachers are responsible for distributing and collecting Parent Survey Program Selection forms and they are checked off using the RLER (List of Eligibility Roster Report) from ATS to keep track of which parents submitted and which did not submit the forms. We use this to follow-up and these records are stored in a file cabinet located in the ESL office.

6. The program models offered at our school are aligned with parent's request. Children are placed in either a monolingual or dual language program depending on the option their parents chose. If the parents check off and requests a dual language program for K or 1st grade, the child is placed in the dual language program and the same for the monolingual with ESL support. If the parent prefers a transitional bilingual program, or a program that has an Arabic, Urdu, Russian, or Chinese bilingual component, they are advised that the program may exist in another school. We inform the parents that their child(ren) could either participate in our monolingual program with ESL push-in support, or we can help them find a school that offers that option.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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	0	0	0	0	0								0
Dual Language (50%:50%)	1	1												2
Freestanding ESL														
Self-Contained														0
Push-In	1	1	3	3	3	3								13
Total	2	2	3	2	3	3	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	5

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									Total
	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	
TBE										0
Dual Language	9			0			0			9
ESL	48	0	0	27	0	22	5		5	80
Total	57	0	0	27	0	22	5	0	5	89

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	2	18	6	9															8	27
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		4	1	9															1	13
TOTAL	2	22	7	18	0	9	40													

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 8

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other: 6

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	16	7	12	5	21	13								74
Chinese														0
Russian														0
Bengali														0
Urdu				1	1									2
Arabic			1	1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2										2
TOTAL	16	7	13	9	22	13	0	80						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Paste response to questions 1-7 herePart IV: ELL Programming

1. PS 19 has two organizational models for English language learners: the dual language kindergarten and first grade, which uses a roller coaster model for instruction and the Push -in, co-teaching model, in grades kindergarten through fifth grade for ESL support. We have two full time ESL teachers; one is assigned to early childhood grades (K, 1st, 2nd) and pushes into these classes for the required mandated minutes (360 or 180) each week. All of our general ed ELLs are in one general education class on each grade, which usually composes 50% or less of the entire class, while the remaining 50% or more of students are composed of heterogeneous English speaking students. Our second ESL teacher is assigned to the upper grades (3rd, 4th 5th) and also pushes in for the mandated minutes (360/180) each week. Again, all our general ed ELLs are in one general ed class, usually composed of 40% or less, with the remaining students, 60% or more, heterogeneous English speaking students. We have one 4th and one 5th grade self- contained special ed class, which our ESL teacher pushes into for the required mandated minutes.

The Dual language Program delivers instruction 50% of the time in English and 50% in Spanish. Kindergarten rotates instruction in AM and PM sessions. For example:

- Monday AM Spanish instruction PM English instruction
- Tuesday AM English instruction PM Spanish instruction
- Wednesday AM Spanish instruction PM English instruction
- Thursday AM English instruction PM Spanish instruction
- Friday AM Spanish instruction PM English

The following week instruction picks up where it finished on Friday, PM session. However, in first grade, the above is also followed for September only, and then sessions rotate daily, one full day in English and the next full day in Spanish continuing to alternate the language of instruction daily.

At PS 19, we follow a balanced literacy model. Teachers implement workshop models for instruction in all classes and Teacher's College Reading and Writing workshop in all our classrooms. Instruction is delivered in English in the monolingual classroom and in English and Spanish in the dual language classes. The dual language teachers, the ESL teachers, and the monolingual teachers use the programs – Rosetta Stone; Award Reading; the ESL program, Soliloquy Reading; and Grammar Fundamentals, Scholastic Guided Reading texts for specific lessons in addition to balanced literacy. Classroom teachers use ESL strategies to deliver instruction in English such as using manipulatives, expressive language, visuals, and total body response when delivering vocabulary, instruction and/or complex concepts to ELL students. Classroom instruction is also enhanced by color-coding, pictures, graphic organizers, music, art and verbal communication to ensure full understanding of the lessons. Instruction in all the content areas is often composed of a connection (engagement); building background knowledge; mini-lesson (link and modeling); active engagement (peers), independent work (conferences), differentiated small grouping, mid-workshop interruption and a share component. All classrooms have rich libraries filled with English, Spanish, and some Arabic and Urdu texts. The Dual Language classes have an equal amount of English/Spanish leveled books, Read Aloud texts, and content area texts. Students are encouraged to incorporate turn and talk conversations with their peers, cooperative learning and partnership work throughout the day.

2. Our Dual Language teachers have created a monthly calendar in terms of the language to be taught each day, or half day for each class. The dual language teachers are required to incorporate English instruction through the content areas in order to meet mandated language needs of students (360 for Beginners and Intermediates and 180 for Advanced). In a dual English day (every other day), which amounts to four periods or more, every other day of ESL. The school schedule consists of seven 50 minute periods a day. The dual language teachers service all the English language learners in the class all day in all content areas in addition to more differentiation using the extended day of 37.5 minutes for additional support for beginners and struggling students. The teachers differentiate instruction and have small ESL groups on each level according to the NYSESLAT proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, word work, and math time blocks. The time blocks for literacy and mathematics consist of 60 minute blocks. Native language arts (NLA) are done in Spanish on Spanish days (or half days, depending on the class). English and Spanish instruction in dual language classes is equally divided. Mandated instructional minutes are met through providing explicit English as a Second language Instructional support through the content area of Social Studies and Science, Reading, Writing and Math.

In the monolingual classes, the mandated instructional minutes are met by the ESL teacher. Each ESL teacher incorporates in their scheduled program the required minutes to service ESL students (360 minutes for Beginner and Intermediate students and 180 minutes for advanced students). The school schedule consists of seven 50 minute periods a day. The ESL teachers incorporate the amount of minutes for each language proficiency group using the minutes needed to fulfill the mandated services. For example, a beginner student is serviced by an ESL teacher for two 50 minute periods for three days and one and a half period (75) minutes on the fourth day, totaling 375 minutes for a beginner/intermediate. An advanced group of students would be serviced by the ESL teacher for two 50 minute periods two times

A. Programming and Scheduling Information

per week, totaling 200 minutes. The ESL teachers service small groups of students according to language proficiency levels.

3. The content areas are taught in all the program models (monolingual with ESL support; ICT; self-contained special education and dual language) using cooperative learning, partner work, differentiation and modeling in a workshop model. In the dual language program instruction is taught 50% of the time in English and 50% in Spanish (k- in half-day sessions and 1st grade alternating full day sessions). Immersion is used for each language. The program model used for literacy includes the Teachers' College Reading and Writing project. The Teachers' College staff developers prepare teachers with lessons for reading, writing and word work units to implement in the classroom. Grade meetings, lab sites and professional development are organized with teachers and administrators to plan, assess, and evaluate curriculums and activities for all students. Literacy units are taught using a variety of leveled children's books (English and Spanish for dual language), photo libraries, accountable turn and talk, partnerships, reader's theater, word study and multi media arts and technology to enhance the lessons for English language learners and Spanish language learners. Guided reading groups, specific strategy lesson groups, differentiated group instruction and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson. Mathematics instruction is delivered using a similar method in all the program models (monolingual with ESL support and dual language). Everyday Mathematics and Calendar Math for grades kindergarten through fifth grade is the curriculum at PS 19, which includes open ended questioning and investigations aligned to the new Common Core State Standards. Everyday Mathematics has a link for each lesson designed for the English language learner. The dual language classrooms receive corresponding books in both English and Spanish. Students are expected to approach the mathematics content through investigations that help develop critical thinking, problem solving techniques, mathematical thinking and language activities. Grade meetings and professional development are scheduled with teachers to plan, assess and evaluate units and lessons for all students, including specific strategies for ELLs. Lessons are enhanced by the use of manipulatives; drawings, writing, speaking and technology. English language learners benefit from the variety of methods and approaches teachers use to accentuate lessons.

The Science curriculum corresponds to the New York City scope and sequence and is embedded in the Common Core State Standards. PS 19 implements Harcourt Science from Kindergarten through fifth grade. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort and organize objects, organisms, materials and simple systems. Students are encouraged to use their senses and observations to acquire data, and their emerging language and mathematical skills to process and communicate their observations through the scientific method. The program incorporates English language learner links to enhance each science lesson for the students. Teachers receive training, and materials from the networks science coordinator.

The Social Studies curriculum also corresponds to the New York City scope and sequence and the Common Core State Standards embedded in the ELA, using the Harcourt program. Teachers attend professional development through the school district on the units taught for each grade. Instruction is delivered in both English and Spanish for the dual language classes, with materials in both languages. The methods used to deliver the curriculum include, but are not limited to, project based learning, Investigative Independent Model, role playing, teacher and student modeling and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, class trips, problem solving and procedural skills are some of the learning strategies incorporated for social studies.

Ongoing assessment in English and Spanish is done for differentiation in the dual language program and English for the monolingual with ESL support. PS 19 uses the primary Assessment of Teachers' College Reading- Leveled Running Records (TC Pro Assessment) and also in Spanish for the dual language classes; the TC Writing Continuum for monolingual and Writing Fundamentals for Spanish dual language; Words Their Way; and Elocubulary for word work. Everyday Mathematics unit assessments are used (Spanish also for dual)

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	4. PS 19 ESL teachers administer the LAB-R within the first 10 days of registration. If a student speaks Spanish, the ESL teacher administers the LAB-R in Spanish in addition to the LAB-R English. Both our ESL teachers also speak Spanish which ensures understanding of the Spanish LAB-R. The assess
75%	
50%	
25%	
0%	
	Dual Language
100%	Page 29
75%	
50%	
25%	
0%	

A. Programming and Scheduling Information

5. Instruction for English language learners is differentiated by incorporating language objectives and functions of language such as

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. PS 19 provides intervention for ELLs in ELA, Math and other content areas during the day (pull-out and push-in) as well as extended day (37.5 minutes) three times a week. Classroom implemented RTI strategies and ESL teachers work with students in small differentiated groups in English and in English and Spanish in our dual language classes (Kindergarten and 1st grades) focusing on comprehension skills for reading; traits of writing and grammar for writing, using manipulatives and other points of entry for math. In Science and Social Studies, the teachers implement small group lessons based on specific vocabulary and the readability of the text for our LEP/ELLs. Teacher teams are formed to address the individual needs of targeted students, based on analyzing students' work and creating lessons to implement to target the specific deficiencies across the grade. Academic and language needs are addressed and supported through a variety of lessons and activities of which the classroom teachers implement throughout the day in small group work and extended day. The Award Reading program is used for ELLs in the classroom and on Saturdays in the Title III program. On Saturdays, the Title III program focuses on literacy in English and the native language (Spanish) in Read Aloud and responses to literature in writing; math problem solving is incorporated using Math Exemplars and manipulatives; Readers' Theatre is also used for speaking and reading interventions. AIS teachers provide English intervention for students who need additional support in ELA, Mathematics and all the content areas. Some of the strategies students work on is decoding, comprehension, critical thinking and expressive language. The intervention provided to students helps develop language acquisition and development. Students work on grammar/writing, organization and word attack skills and vocabulary. The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual word-to-word dictionary. If necessary, ELL students have the test available in their native language as well.

9. Two year transition support is administered to ELLs who reach proficiency on the NYSESLAT by both the classroom teacher and the ESL teacher for a minimum of 180 minutes within the classroom setting. The ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies in listening, speaking, reading and writing, in every lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another according to their ability. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the NYS ELA, Math and Science assessments for two years in accordance with the mandates (extended time; listening passage read 3 X's, separate location). Students who reach proficiency are also invited to the Title III, Saturday program.

10. In the upcoming year, PS 19 will implement the Renzulli Model for Schoolwide Enrichment (SEM) for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. Enrichment programs have high standards and levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in an end product/activity. The enrichment programs include: theatre, chorus, science investigations, technology and publishing.

11. Presently, we will not cut any programs or services to ELLs. However, since our Title III funding has been reduced, our Title III, Saturday program for ELLs will meet fewer weeks than in previous years.

B. Programming and Scheduling Information--Continued

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12. English language learners are offered equal access to all school programs by invitation, recommendations and purposeful request. Afterschool and supplemental programs which take place include "Raising the Bar", a program offered to all our students, including ELLs,

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

C. Schools with Dual language Programs

1. Presently, PS 19 has two grades implementing dual language programs: Kindergarten and First Grade. In Kindergarten English proficient children and Spanish proficient children spend 50% of the day in Spanish and 50% of the day in English. This rotates each day, with the following day continuing in the language (English or Spanish) of the previous PM session. First grade children spend 100% of the day in English, and the following day 90% of the day in Spanish. This is due to the fact that the cluster teacher (science, art/music/computers/physical education) delivers instruction for one period in English; we do not have a bilingual cluster teacher at this time. However, art and music is culturally focused on Spanish artists and musicians and songs for the dual language classes.
2. Children are grouped heterogeneously in both Kindergarten and First grade dual language and they spend everyday together throughout the year. In Kindergarten and First grade, Science is taught in English by a cluster teacher, however the dual language teacher incorporates a theme aligned to the Science curriculum and delivers this in Spanish.
3. As explained above (#1) Kindergarten and first grade dual language students learn literacy, math, and social studies in both Spanish and English. Science, art, music, computers and physical ed are taught in English, which constitutes one period per day. Science is taught by a Common Branch teacher in English. However, the dual language teachers' focus on a science theme aligned to the Common Core State Standards for the grade and introduces the topic in a thematic unit, in Spanish to compliment the Science unit delivered in English by the common branch cluster.
4. For both of our dual language classes, Kindergarten and First Grade the roller coaster model is implemented. In Kindergarten instruction is delivered using a half-day model where instruction is delivered half the day in one language and half the day in the other language. The teacher begins the day with the language left off the previous afternoon and then switches in the middle of the day to the other language. In First grade, instruction is delivered one full day in one language and the following day in the other language, always alternating each day.
5. Emergent literacy is taught in both languages at the same time in Kindergarten and First Grade using the roller coaster model as described above (# 4).

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here D. Professional Development and Support for School Staff

1. PS 19, has one classroom on each grade with mandated English language learners in addition to the dual language grades (Kindergarten and First grades). However, the population of our school is majority Hispanic, therefore it is vital to all our staff and personnel to be involved in professional development for English language learners. All our teachers, including special ed, clusters, speech, SETTTS, assistant principals participate in Teachers' College Reading and Writing workshops for ELLs, along with professional development offered by our network; OELL and BETAC. Our ESL teachers are expected to be knowledgeable of ELLs and provide professional development throughout the school year. We have an assistant principal that oversees the dual language program and provides support to these teachers with all aspects of instruction including assessment in Spanish, English as a Second language and sending teachers to professional development outside the school. The assistant principal also oversees all the programs for ELLs and schedules specific workshops for ESL teachers and teachers of ELLs focusing on explanation of the LAR, NYSESLAT, model, programs (dual

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2. PS 19 provides staff to assist ELLs as they transition from elementary to middle school by hosting middle school informational sessions for our fifth graders. The Fifth grade teachers are available to meet with parents of ELLs and answer any questions they may have about their child's academic progress. The fifth grade teachers and the ESL teachers meet, along with the bilingual parent coordinator and arrange for the feed in middle schools and other middle schools that have available programs and provide informational parental sessions.
3. Professional development pertaining to ESL is ongoing throughout the school year for all staff members. All general ed teachers are required to ascertain a minimum of 7.5 hours of ESL training and special ed teachers are required to ascertain a minimum of 10 hours of training. These certificates are kept in the personnel files of the staff. However, current training is vital to all pedagogues at PS 19. Therefore, we develop a plan of professional development throughout the year for our staff, a half a day is scheduled in November (Election Day), and half a day is scheduled in June (Chancellor's Day). Additionally, once a month a period is dedicated to ESL workshops for our teachers to analyze data, predict trends, book study, specific strategies for ELLs, RTI for ELLs, always focusing on improving student achievement for our ELLs.

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

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

E. Parental Involvement

1. ELL parents are invited to be part of the Parents Association, which has bilingual officers and translation is always provided through our bilingual parent coordinator. Additionally, we have parents of ELLs on our School Leadership Team and they get the opportunity to voice their concerns and opinions to the administration. We also conduct a Parent Survey during Parent Teacher conferences to so PS 19 can get feedback on the issues concerning our parents. Our Title III Saturday Program, Aprendiendo Jodo a Jodo

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3. We provide orientations to all families coming to PS 19 and in addition our bilingual parent coordinator organizes parent breakfasts with informational sessions throughout the school year. We also have parents that participate on our Leadership Team and get to voice their interests and concerns to the school's leadership. In addition, we conduct parent surveys to assess their needs.

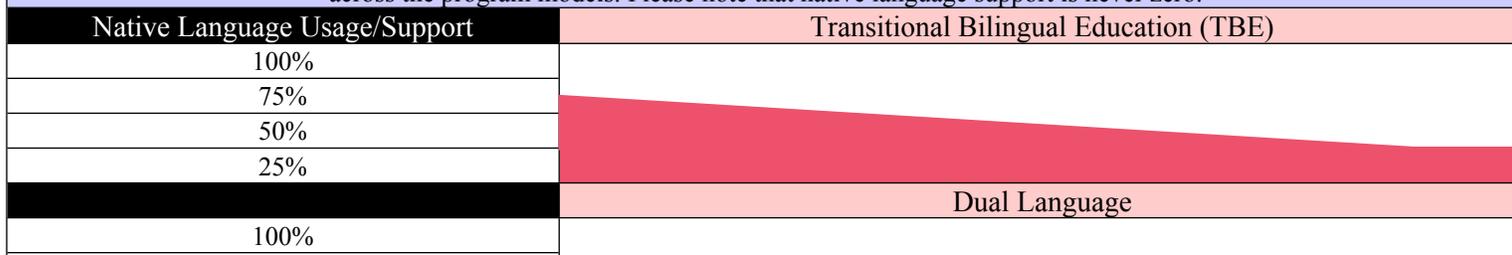
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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8. PS 19 provides intervention for ELLs in ELA, Math and other content areas during the day (pull-out and push-in) as well as extended day (37.5 minutes) three times a week. Classroom implemented RTI strategies and ESL teachers work with students in small differentiated groups in English and in English and Spanish in our dual language classes (Kindergarten and 1st grades) focusing on comprehension skills for reading; traits of writing and grammar for writing, using manipulatives and other points of entry for math. In Science and Social Studies, the teachers implement small group lessons based on specific vocabulary and the readability of the text for our LEP/ELLs. Teacher teams are formed to address the individual needs of targeted students, based on analyzing students' work and creating lessons to implement to target the specific deficiencies across the grade. Academic and language needs are addressed and supported through a variety of lessons and activities of which the classroom teachers implement throughout the day in small group work and extended day. The Award Reading program is used for ELLs in the classroom and on Saturdays in the Title III program. On Saturdays, the Title III program focuses on literacy in English and the native language (Spanish) in Read Aloud and responses to literature in writing; math problem solving is incorporated using Math Exemplars and manipulatives; Readers' Theatre is also used for speaking and reading interventions. AIS teachers provide English intervention for students who need additional support in ELA, Mathematics and all the content areas. Some of the strategies students work on is decoding, comprehension, critical thinking and expressive language. The intervention provided to students helps develop language acquisition and development. Students work on grammar/writing, organization and word attack skills and vocabulary. The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual word-to-word dictionary. If necessary, ELL students have the test available in their native language as well.

9. Two year transition support is administered to ELLs who reach proficiency on the NYSESLAT by both the classroom teacher and the ESL teacher for a minimum of 180 minutes within the classroom setting. The ESL teachers prepare students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies in listening, speaking, reading and writing, in every lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another according to their ability. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery. Once students reach proficiency on NYSESLAT, students receive support for the NYS ELA, Math and Science assessments for two years in accordance with the mandates (extended time; listening passage read 3 X's, separate location). Students who reach proficiency are also invited to the Title III, Saturday program.

10. In the upcoming year, PS 19 will implement the Renzulli Model for Schoolwide Enrichment (SEM) for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. Enrichment programs have high standards and levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in an end product/activity. The enrichment programs include: theatre, chorus, science investigations, technology and publishing.

11. Presently, we will not cut any programs or services to ELLs. However, since our Title III funding has been reduced, our Title III, Saturday program for ELLs will meet fewer weeks than in previous years.

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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)?

C. Schools with Dual language Programs

1. Presently, PS 19 has two grades implementing dual language programs: Kindergarten and First Grade. In Kindergarten English proficient children and Spanish proficient children spend 50% of the day in Spanish and 50% of the day in English. This rotates each day, with the following day continuing in the language (English or Spanish) of the previous PM session. First grade children spend 100% of the day in English, and the following day 90% of the day in Spanish. This is due to the fact that the cluster teacher (science, art/music/computers/physical education) delivers instruction for one period in English; we do not have a bilingual cluster teacher at this time. However, art and music is culturally focused on Spanish artists and musicians and songs for the dual language classes.
2. Children are grouped heterogeneously in both Kindergarten and First grade dual language and they spend everyday together throughout the year. In Kindergarten and First grade, Science is taught in English by a cluster teacher, however the dual language teacher incorporates a theme aligned to the Science curriculum and delivers this in Spanish.
3. As explained above (#1) Kindergarten and first grade dual language students learn literacy, math, and social studies in both Spanish and English. Science, art, music, computers and physical ed are taught in English, which constitutes one period per day. Science is taught by a Common Branch teacher in English. However, the dual language teachers' focus on a science theme aligned to the Common Core State Standards for the grade and introduces the topic in a thematic unit, in Spanish to compliment the Science unit delivered in English by the common branch cluster.
4. For both of our dual language classes, Kindergarten and First Grade the roller coaster model is implemented. In Kindergarten instruction is delivered using a half-day model where instruction is delivered half the day in one language and half the day in the other language. The teacher begins the day with the language left off the previous afternoon and then switches in the middle of the day to the other language. In First grade, instruction is delivered one full day in one language and the following day in the other language, always alternating each day.
5. Emergent literacy is taught in both languages at the same time in Kindergarten and First Grade using the roller coaster model as described above (# 4).

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here D. Professional Development and Support for School Staff

1. PS 19, has one classroom on each grade with mandated English language learners in addition to the dual language grades (Kindergarten and First grades). However, the population of our school is majority Hispanic, therefore it is vital to all our staff and personnel to be involved in professional development for English language learners. All our teachers, including special ed, clusters, speech, SETTTS, assistant principals participate in Teachers' College Reading and Writing workshops for ELLs, along with professional development offered by our network; OELL and BETAC. Our ESL teachers are expected to be knowledgeable of ELLs and provide professional development throughout the school year. We have an assistant principal that oversees the dual language program and provides support to these teachers with all aspects of instruction including assessment in Spanish, English as a Second language and sending teachers to professional development outside the school. The assistant principal also oversees all the programs for ELLs and schedules specific workshops for ESL teachers and teachers of ELLs focusing on explanation of the LAR, NYSESLAT, model, programs (dual

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2. PS 19 provides staff to assist ELLs as they transition from elementary to middle school by hosting middle school informational sessions for our fifth graders. The Fifth grade teachers are available to meet with parents of ELLs and answer any questions they may have about their child's academic progress. The fifth grade teachers and the ESL teachers meet, along with the bilingual parent coordinator and arrange for the feed in middle schools and other middle schools that have available programs and provide informational parental sessions.
3. Professional development pertaining to ESL is ongoing throughout the school year for all staff members. All general ed teachers are required to ascertain a minimum of 7.5 hours of ESL training and special ed teachers are required to ascertain a minimum of 10 hours of training. These certificates are kept in the personnel files of the staff. However, current training is vital to all pedagogues at PS 19. Therefore, we develop a plan of professional development throughout the year for our staff, a half a day is scheduled in November (Election Day), and half a day is scheduled in June (Chancellor's Day). Additionally, once a month a period is dedicated to ESL workshops for our teachers to analyze data, predict trends, book study, specific strategies for ELLs, RTI for ELLs, always focusing on improving student achievement for our 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?

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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)	12	8	8	1	0	1								30
Intermediate(I)	6	6	6	5	6	3								32

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	2	2	3	15	11								33
Total	18	16	16	9	21	15	0	0	0	0	0	0	0	95

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2											
	I	4	1	0	1	1	0							
	A	7	8	6	13	2	3							
	P	4	6	3	13	15	10							
READING/ WRITING	B	7	2	1	0	1	1							
	I	5	6	4	8	3	1							
	A	2	6	3	13	9	4							
	P	2	3	1	6	5	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	10	5	0	21
4	1	10	3	2	16
5	3	5	3		11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	9	0	8	0			21
4	1	0	5	0	9	0	2	0	17
5	2	0	1	0	7	0	1	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	12	0	4	0	18
8									0
NYSAA Bilingual Spe Ed							1		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

Additional Information:

After reviewing the data from the NY State Math Assessments the following results was reported: An analysis of the data for all grades shows a 21.9% increase in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review of scores for students who are English Language Learners in 2011 shows a 6.2% increase in the number of students scoring at Level 1, a 28.0% decrease in the number of students scoring at Level 2, and a 18.6% increase in the number of students scoring at Level 3 and 3.2% increase in the number of students scoring at Level 4. Although there was a significant increase of 21.9% in the number of students who scored at performance Levels 3 & 4 in 2011, when compared to English proficient students there is a significant gap in performance. 80.0% of English proficient students performed at Levels 3 & 4 in 2011 compared to 55.2% of English Language learners, which is a difference of 24.8%. Keeping in mind this data, PS 19 is committed to supporting our ELLs in math. We have developed a plan for an after school “Raising the Bar” program which all students will be invited to, including our ELLs in math. Additionally, at this time we are discussing implementing an AIS support person to support students.

After reviewing the data from the NY State ELA Assessments for grades 3, 4 and 5 the following results were reported: In 3rd grade there is a 1.1% increase in the number of students who are English language Learners achieving at Levels 3 and 4. A review of scores for students who are English Language Learners in Grade 3 shows a 2.0% decrease in the number of students scoring at Level 1, a 0.7% increase in the number of students scoring at Level 2, and a 1.1% increase in the number of students scoring at Level 3 and 0% in the number of students scoring at Level 4. Although there was a slight increase in the number of 3rd grade English Language Learners scoring at a Level 3 and a slight decrease in the number scoring at a Level 1, there is a significant performance gap between 3rd grade English Proficient students and 3rd grade English Language Learners. 62.5% of 3rd grade English Proficient students score at levels 3 & 4 compared to 22.2% of 3rd grade English Language Learners, which is a difference of 40.3%

An analysis of the data for Grade 4 shows a 1.1% increase in the number of students achieving at Levels 3 & 4. A review of scores for students who are English Language learners in Grade 4 shows a 21.1% decrease in the number of students scoring at Level 1, a 20.0% increase in the number of students scoring at Level 2 and a 4.1% increase in the number of students scoring at Level 3 and 0% in the number of students scoring at Level 4. Although there was a significant decrease in the number of 4th grade English Language Learners scoring at a Level 1 and a slight increase achieving Level 3, when compared to 4th grade English Proficient students there is a significant performance gap, 57.8% of 4th grade English Proficient students score at a Level 3 compared to 27.8% of 4th grade English language Learners, which is a gap of 30%.

An analysis of the data for Grade 5 shows a 25% increase in the number of students achieving at Levels 3 and 4. A review of scores for students who are English language learners in Grade 5 in 2011 shows a 2.4% decrease in the number of students scoring at Level 1, a 22.6% decrease in the number of students scoring at Level 2 and a 25% increase in the number of students scoring at Level 3 and 0% scoring at Level 4. Although there was a significant increase in the number of 5th grade English language Learners scoring at a Level 3, when compared to English Proficient students in 5th grade there is a significant gap in performance. 25% of 5th grade English Language Learners meet performance standards compared to 43.2 % of English Proficient 5th grade students, which is a difference of 18.2%.

After reviewing all the above mentioned data, the ESL team, who meets once a month, will devise more professional development targeted at increasing achievement for ELLs to implement when meeting with the classroom teachers of ELLs, planning units of study on each grade and focus on strategies to incorporate in lessons, add a math component to the Title III Saturday, Aprendiendo Lado a Lado, sessions with parents and invite ELLs to the “Raising the Bar” after school program for Math and ELA. During Professional Learning Community sessions (2xs monthly) teachers on a grade look at student work and develop plans to support learning for all students, including our ELLs. Our goal at PS 19 is to decrease the performance gap of English Language Learners and our English proficient students.

Part VI: LAP Assurances

School Name: PS 19R

School DBN: 31R019

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Petrone	Principal		10/18/11
Elizabeth Geli	Assistant Principal		10/18/11
Miguel Felix	Parent Coordinator		10/18/11
Dina Tornaben Midred Rios	ESL Teacher		10/18/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R019** School Name: **The Curtis School**

Cluster: **6** Network: **604**

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.

Based on the Home Language Survey of non English speaking parents, the parent indicates if they prefer notices sent home in their native language. If they prefer all information and notices sent home in their native language, any DOE notices are printed in multiple languages. School notices are translated by our bilingual parent coordinator in Spanish and we use the NYC Translation Services to translate in low incident languages, if needed. Official notices are also communicated via telephone communication system in English and Spanish. PS 19 has an official website, PS19R.org that is distributed and posted to all parents. The website posts schedules of meetings, notices, parent workshops, homework for each class, and an ELL corner. This website allows parents to download the information in multiple languages. Our bilingual parent coordinator hosts parent workshops, which are bilingual, throughout the school year informing parents of mandated assessments; ARIS parent community; e-Chalk website; curriculum information; school activities; and resources available to parents within our community. Our school also uses the Mantra Lingua Talking Pen which interprets 26 different languages using key phrases pertaining to communication with parents. The Parent Assurance survey is distributed to parents in their appropriate language(s) within the first 30 days of school. Parent orientation is provided along with a DVD representing program choices in the appropriate language(s) of the families. This orientation is provided three times during the year and appointments are made as a new family registers during the school year.

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 major findings of our school's written translation and oral interpretation is that the predominant language that needs to be interpreted is Spanish. Presently we have a small population of Urdu and Arabic families, who prefer notices and information in English since they also speak English or have family that can interpret for them. However, we supply official notices to these families in both English and Urdu or Arabic. Our school leadership team consists of bilingual parents and parents of ELLs who meet once a month to discuss pertinent school information and data where this information is relayed to the Leadership Team. Also, our bilingual parent coordinator provides for written

translation of school notices in Spanish and delivers oral interpretation at all meetings, including our PTA meetings. Analysis of the Parent Assurance survey revealed that majority of our ESL families requested ESL instruction implemented in the classroom. 10% of our ELL families request dual language instruction, due to the fact that it is presently offered in only Kindergarten and First Grade. Our intention is to extend this program each year building on the prior year.

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.

PS 19 will provide translation services for school notices in Spanish through our bilingual parent coordinator; our bilingual ESL teachers and our bilingual para professionals who work collaboratively to translate written documentation that is sent home to parents in Spanish within a 24 hour turnover, since we have a large population of Spanish speaking parental community. We have a parent who speaks Arabic and is available for translation and/or interpretation when needed. We also use the Department of Education's Translation Unit, however, they usually take one week to translate our informational notices. Also, all information is posted on our e-chalk website which can be translated into many different languages as parents so choose.

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.

PS 19 is fortunate to have staff members that are bilingual. Six teachers are bilingual (Spanish), our parent coordinator is bilingual (Spanish); our security agent is bilingual(Spanish); two para professionals are bilingual (Spanish) and one school aide is bilingual (Spanish); two of our cafeteria workers are bilingual (Spanish) one social worker and one psychologist is bilingual (Spanish) and a bilingual Spanish speech teacher who support and interpret any concerns our parents may have. This provides our school with the opportunity to meet the needs of parents who need oral interpretaion on all levels. Throughout the day, many of the aforementioned bilingual staff can be called upon to assist parents. Also, our bilingual parent coordinator is available throughout the day to meet with parents and discuss any relevant issues that may arise. The bilingual staff assists in interpretation during parent/teacher conferences as well as PTA meetings and school meetings.

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

Aligned with chancellors Regulations A-663:

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 19 R	DBN: 31R019
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 89
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: By analyzing the 2009, 2010, and the 2011 NYSESLAT results, the trend has been that the Speaking and Listening sub tests showed the most progress. This can be attributed to the fact that social language acquisition happens early in a child's life when they are most receptive to language learning. It is in the area of Reading and Writing that our students show the least progress, causing them to remain at the same level for a few years. In the areas where the natural process of second language acquisition was not met, it was determined that further academic intervention was needed. To address the needs of the aforementioned students and those not showing improvement, continued support is given through our Saturday program for English Language Learners, Aprendiendo Lado a Lado - Side by Side Learning. This program is open to all English Language Learners from Kindergarten through fifth grade, including those that have reached proficiency. All students are invited, 89 currently, however approximately 45% to 50% attend. The program presently meets for 12 three hour sessions on Saturday mornings from 8:30 AM to 11:30 AM on the following dates: November 5, 12, 19; December 3, 10, 17, 2011; January 7, 14, 21, 28, 2012. Students are served breakfast from 8:00 AM to 8:30 AM and parents are given coffee during this time. The language of instruction is delivered mainly in English, however, there is one component of the program where literature is read in English and Spanish. The program is delivered by three teachers: one certified ESL teacher who speaks Spanish, French and Italian; two certified bilingual teachers who speak Spanish and one supervisor, an assistant principal who oversees this program. The materials used for this program are: read aloud texts in both Spanish and English; notebooks for response to literature follow up; Readers' Theatre; Math Exemplars and bilingual math games; computers for technology using the Award Reading Technology.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development is ongoing at PS 19 throughout the school year 2011-2012. Presently, our ESL and dual language bilingual teachers and our general ed teachers of ELLs join common planning by Teachers' College staff developers during the year pertaining to literacy, which includes strategies for ELLs. ESL, bilingual, and teachers of ELLs attend workshops offered at Teachers' College and our network pertaining to ESL methodology. Additionally, our ESL teachers provide ongoing professional development to all teachers once a month for a period and half day professional development twice a year, once in November and once in June. Specific planning time for our Title III program, Aprendiendo Lado a Lado, includes our assistant principal, who is the provider of this professional development; one ESL teacher and two bilingual dual language teachers, and takes place

Part C: Professional Development

five times on Wednesdays after school between October and February. During these sessions teachers plan and organize activities for the program implementing Spanish and English literature, Readers' Theatre, Math Exemplars and Award Reading Technology . Additionally, the team as mentioned above meets for professional development five times throughout the year on Wednesdays after school, as an inquiry group for ELLs which analyzes data and plans a LEP/ELL support system of high academic achievement in all subjects, that is consistent and comprehensive in its approach to instruction which is critical for LEP/ELLs as they attempt to both simultaneously "catch up" to other students who speak English proficiently and to "keep pace" with grade level standards. Some of these sessions include increasing vocabulary by providing a non-linguistic representation such as an illustration that will develop strong mental images and graphic organizers which support understanding of concepts.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Aprendiendo Lado a Lado - Learning Side by Side, is our Title III, Saturday program where parents of English language learners learn side by side with their child through the 3 E's - Enrichment, Excitement and Encouragement. Parent literacy is one of the most important indicators of a child's success. Research from the NAEP states that approximately 30 million adults in the US have extremely limited literacy skills. It is further noted that the Hispanic population is the largest minority in the country and has the highest dropout rate. Our program, Aprendiendo Lado a Lado, will support adults and children's literacy along with language development. Side by side learning will take place in education when parents participate in oral Read Aloud of literature in both Spanish and English. Parents will be able to assist in reading and join in discussions with their child and other parents pertaining to texts. Building literacy in the native language has proven through research to transfer to literacy in a second language. By encouraging book talk between parent and child, both build confidence in their ability to speak, read and write. Parents are invited to stay for one hour or more during the Saturday sessions. Also, since the Award Reading program is a technology based reading program parents are able to experience interactive stories using computers and enhancing their technological skills. Side by Side learning is further implemented through experience and excitement, which includes cultural activities for families. Since many of our LEP/ELL families are economically disadvantaged, the opportunity to explore museums and cultural institutions is limited. Our Saturday program includes visits to the Staten Island Childrens' Museum. Experience enhances all modalities of learning, speaking, listening, reading and writing, giving our LEP/ELLs more resources to draw upon for expanding their ideas and schema. Adult ESL classes are offered at our school two days a week and the Virtual Y also provides homework assistance after school for all students, Kindergarten through 5th grade and has a bilingual coordinator. Our bilingual parent coordinator, hosts outreach meetings to parents explaining the curriculum, health, and community resources available for parents and their children throughout the year. PS 19 has set up a Parent Involvement room in the school building equipped with computers for parents to access ARIS; leveled books and brochures available in English, Spanish and low incident languages of the school (Arabic and Urdu). Parents are notified of school activities and meetings through letters, flyers and handouts in English and Spanish and when available other languages. Also we

Part D: Parental Engagement Activities

have a telephone communication system for the entire school community in both English and Spanish. Lastly, PS 19 has an official website, PS 19R.org provided by e-chalk which translates all posted messages in many languages. The classroom teachers also post their homework and pertinent trips and information on this website which is available to our entire parent population.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		