



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JUDITH K. WEISS WOODLAWN SCHOOL – PS 19

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X019

PRINCIPAL: TIMOTHY SULLIVAN **EMAIL:** TSULLIV3@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. ELIZABETH WHITE

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
Timothy Sullivan	*Principal or Designee	
Kathleen Brown	*UFT Chapter Leader or Designee	
Ann McCarthy	*PA/PTA President or Designated Co-President	
Doris Wade	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ellen O’Brien	Member/Staff	
Kim Algarin	Member/Staff	
Kathleen Mallon	Member/Staff	
Ellen Mauser	Member/Parent	
Maryanne Genet	Member/Parent	
Marianne Patterson	Member/Parent	
Mary Martin	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

To improve teacher effectiveness by developing a shared understanding of instructional excellence

Comprehensive needs assessment

On PS 19's 2011 Quality Review, the Reviewer recommended that the administration work to improve instruction through the observation process. The Reviewer stressed the need for differentiated professional development for the teachers and for a more structured and frequent series of informal observations with timely feedback. PS 19's 2011 Learning Environment Survey also indicated that the teachers wanted more feedback from the administration related to their instruction throughout the school year.

Instructional strategies/activities

Activity 1:

- **Collaborative Structure:** Administration creates a teacher schedule that offers teachers weekly collaborative periods and common planning periods attended by Coaches and Assistant Principals, coverages and substitute teachers are utilized to give teachers the opportunity for inter-visitations based on predetermined areas of focus guided by Danielson's Framework, and the Extended Day schedule is modified to provide teachers the opportunity to meet and discuss student work and best practices.
- **Target Populations:** All teachers and support staff
- **Responsible Staff Members:** Principal, Assistant Principals
- **Implementation Timeline:** September 2011 through June 2012

Activity 2:

- **Professional Development:** The administration and select staff will attend summer training detailing the Common Core State Standards and will turnkey the information during common collaborative periods and professional development days, Columbia Teachers' College supports, CCSS are incorporated into the ELA and Mathematics curricula, and teachers collaboratively create CCSS-based assessments and review student performance to modify instruction.
- **Target Populations:** All teachers and support staff
- **Responsible Staff Members:** Principal, Assistant Principals, ELA Coach, staff selected to attend training
- **Implementation Timeline:** September 2011 through June 2012

Activity 3:

- **The Observation Process:** Using Danielson's Framework for improving instruction, Formal/Informal observations are conducted and timely feedback is provided and formal/informal observation data is used to provide differentiated professional development.(Connection to Activity 1)
- **Target Populations:** All teachers and support staff
- **Responsible Staff Members:** Principal, Assistant Principals
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

Parents are encouraged to be actively involved in their child's education at school. The school provides programs and activities to provide full opportunities for parents to be actively involved in the school and their children's education. Examples include but are not limited to:

- September Parent Orientation

- Parent teacher conferences
- Purchase of Study Island/Imagine Learning online resources for use at home and school
- School Notices
- Teachers' notes
- High School Articulation, Grades 5,6,7
- School monthly newsletter
- Open House - November
- School Messenger Automated Communication
- Report Cards
- Teachers' web pages
- School Website
- The school's electronic sign at the school's outdoor front entrance connects the school to parents with important and up-to-date information.
- Teachers' newsletters
- Individual conversations between parents and teachers
- Extra Curricular Activity Notices
- E-mail communication with teachers. Teacher email addresses are listed on the school's website at <http://ps19.us/> .
- Communications between parents and the school's Parent Coordinator.

Strategies for attracting Highly Qualified Teachers (HQT)

According to PS 19's 2011 BEDS Survey statistics, 100% of our teachers were Highly Qualified. As of November 2011, 3 teachers will demonstrate subject matter competency through the Housse Program/Exam. The administration strives to keep Highly Qualified teachers by:

- Providing weekly common planning/collaborative periods supported by coaches and the administration
- Offering opportunities for personal and professional growth through in-house professional development, Network support, Columbia Teachers' College calendar days and PD, inter-visitations, outsourced PD.
- Inviting staff to join PS 19's SLT, Professional Development Team, and to volunteer for various PA functions such as the Holiday Boutique and Family Fun Day

Service and program coordination

Professional development is provided by, but not limited to, Network 607, Columbia Teachers' College, Study Island, Imagine Learning, and Wilson

Budget and resources alignment

- Fair Student Funding (Tax Levy) - Substitute Teachers, Coverages, Per Session for outside PD for teachers and the administration
- Technology Allocation – School Messenger, Study Island, Imagine Learning, School Website – www.ps19.us

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- **By April 2012, at least 80% of students in the testing grades will effectively use evidence to support arguments across grades and subject areas**

Comprehensive needs assessment

ELA teachers have increased student writing in their lessons, especially stressing the use of informational writing and reading. The incorporation of the CCSS into our curricula has also led to an increase in the use of informational writing/reading in the content areas of Science and Social Studies. Student results on the 2011 NYS ELA exams, as well as teacher assessments, indicate a need for improvement in student performance on the extended response questions and essays. Also, the 2010-2011 Report Card indicates that PS 19 did not make AYP for students with disabilities in English Language Arts, signifying a focus on students with IEP's.

Instructional strategies/activities

Activity 1:

- **Professional Development:** Differentiated Professional Development for the staff related to intervention strategies and Common Core State Standards, meet with ELA Support personnel from the Network and Columbia Teachers' College to review successful intervention programs, develop a freestanding ESL program to support our ELL students with one licensed ESL teacher, utilize common planning periods for discussions related to student progress and best practices, parent workshops conducted before the NYS exams will be provided detailing student performance, supplemental resources available, and N.Y.S. ELA Exam requirements and content. ICT/AIS teachers will also be trained in Wilson and Foundations to help struggling students, especially those with IEP's
- **Target Populations:** All teachers and support staff, parents/guardians
- **Responsible Staff Members:** Principal, Assistant Principals, ELA Coach, ESL teacher, ELA teachers
- **Implementation Timeline:** September 2011 through June 2012

Activity 2:

- **Assessment Data:** Utilize baseline exams, 2011 NYS ELA Exam results, Acuity assessments, Rally! Assessments, and Teacher's College Performance assessments to determine individual areas in need of improvement and progress monitor students, provide documented student exam modifications when possible on classroom, baseline, and periodic assessments to accurately gauge students progress and performance, teachers collaboratively create rubric-based assignments aligned to the CCSS, and positive reinforcements such as "Exit Tickets" will be used weekly in many classrooms to gauge student understanding
- **Target Populations:** All teachers and support staff, all students in grades 3-8
- **Responsible Staff Members:** Principal, Assistant Principals, teachers (Data Collection and Review), Data Specialist, ELA Coach
- **Implementation Timeline:** September 2011 through June 2012

Activity 3:

- **Goal Setting:** Expand on individualized/group student goal-setting in all content areas, teachers will regularly conference with students to guide goal setting and discuss student progress and performance, positive reinforcements such as "Exit Tickets" will be used to gauge student understanding and offer motivation for goal achievement, utilize Study Island for support in school and at home, and increase the number of teachers pushing into classrooms to provide support
- **Target Populations:** All teachers and support staff, all students in grades K-8 with an emphasis on students with IEP's
- **Responsible Staff Members:** Principal, Assistant Principals, Teachers, Data Specialist, ELA Coach

- **Implementation Timeline:** September 2011 through June 2012

Activity 4:

- **Supplemental Support:** Provide test prep classes after school from January – April for all students, conduct Extended Session Tues/Thurs for targeted students, utilize Study Island for support in school and at home, NJHS tutoring, AIS, Wilson, Foundations, Language! Program
- **Target Populations:** All teachers and support staff, general education students in grades K-8, all SWD students in grades 3-8
- **Responsible Staff Members:** Principal, Assistant Principals, Teachers, Data Specialist, ELA Coach
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- Provide to parents information in a timely manner that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The parent-teacher conference is one of the most important contacts the school has with parents to foster the home-school connection. It provides parents and teachers with the opportunity to share information, which includes:
 - Methods which parents may use to complement the child's instruction
 - The child's academic and social behavior at school
 - The child's progress and goals
 - The child's areas of strength and weakness in various subjects
 - The child's relationship with teachers and other students
 - The child's response to teacher authority
 - Ideas to help the child's academic performance
 - The important role parents play in education
- Purchase of Study Island/Imagine Learning online resources for use at home and school
- Teachers' web pages
- School Website
- School monthly newsletter
- Open House - November

Strategies for attracting Highly Qualified Teachers (HQT)

According to PS 19's 2011 BEDS Survey statistics, 100% of our teachers were Highly Qualified. As of November 2011, 3 teachers will demonstrate subject matter competency through the HOUSSSE Program/Exam. The administration strives to keep Highly Qualified teachers by:

- Providing weekly common planning/collaborative periods supported by coaches and the administration
- Offering opportunities for personal and professional growth through in-house professional development, Network support, Columbia Teachers' College calendar days and PD, inter-visitations, outsourced PD.
- Inviting staff to join PS 19's SLT, Professional Development Team, and to volunteer for various PA functions such as the Holiday Boutique and Family Fun Day

Service and program coordination

- Professional development is provided by, but not limited to, Network 607, Columbia Teachers' College, Study Island, Imagine Learning, Foundations and Wilson

Budget and resources alignment

- FSF- Per Session for outside PD and test prep, consumables for test prep, coverages/substitute teachers for professional development
- Technology Allocation – School Messenger, Study Island, Imagine Learning, School Website – www.ps19.us

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **To maintain a safe and respectful school environment by developing communication among all members of the PS 19 community.**

Comprehensive needs assessment

- On the 2011 Learning Environment Survey, the parent satisfaction rate in the area of communication fell from 92% in 2010 to 88% in 2011, the percentage of teachers who felt that order and discipline were maintained in school fell from 100% in 2010 to 91% in 2011, and 91% of students felt safe in the bathrooms and hallways at school.

Instructional strategies/activities

Activity 1:

- **Improve Communication:** Review the specific question of the Learning Environment Survey related to Communication for Parents, Students, and Teachers and recognize areas in need of improvement, reflect on the successes of current methods of parent notification and interaction and search for ways to increase their effectiveness, review the Home Language Survey to determine which families require translations of official DOE communications, utilize the School Messenger System for frequent communication, diversify the methods of communications to reach more families, utilize current bilingual staff for translations during parent meetings and phone calls, monitor the PS 19 website to ensure that teacher sites are regularly updated and relevant, and provide parent workshops related to high school articulation, ARIS Parent Link, Family Literacy Night/Family Math Night, ESL, Assessment.

- **Target Populations:** Parents and Families, Students, Teachers
- **Responsible Staff Members:** Principal, Assistant Principals, PS 19's Schools Aides, Secretary, Bilingual Staff
- **Implementation Timeline:** September 2011 through June 2012

Activity 2:

- **Safety and Responsibility:** Utilize Guidance Counselor, SAPIS support staff, and Assistant Principals to conduct classroom lessons on bullying, appropriate behavior, and for individual/small group conferencing, clearly review the Discipline Code with a focus on appropriate consequences for specific actions with middle school students, conduct regular Safety Meetings with input from the various stakeholders in the PS 19 community, conduct mandated fire drills and bus drills, and have the administration be visible during transitions such as morning lineup and dismissal.

- **Target Populations:** Students, Parents and Families, and all staff of PS 19
- **Responsible Staff Members:** Principal, Assistant Principals, Guidance Counselor, SAPIS Worker
- **Implementation Timeline:** September 2011 through June 2012

Activity 3:

- **PBIS:** Continue PS 19's "PAWS" positive behavior reinforcement system in grades K-5. Offer middle school students who behave appropriately the opportunity to attend Friday Night Center and Holiday/Valentine's Day Dances. Out to lunch privileges for grades 5-8. Maintain ongoing communication with parents in regard to student behavior and performance through conferences, phone calls, email, and conversations.

- **Target Populations:** All PS 19 students in grades K-8.
- **Responsible Staff Members:** Principal, Assistant Principals, Guidance Counselor, SAPIS Worker, all PS 19 staff
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- PS 19 emphasizes the importance of establishing ongoing, good communication between teachers and parents through reasonable access to staff and opportunities to volunteer, observe, and participate in classroom activities.
- The school and teachers provide opportunities for parents to volunteer in their child's activities and celebrations. Parents are encouraged to act as role models as volunteers in class activities. A child takes an active pride in his or her parent's meaningful participation to support the child, the class, and the teacher.
- The school has a Parent Coordinator, who is responsible to serve and assist parents, involve parents in the school, create a welcoming school environment to parents, and answer parents' questions. The Parent Coordinator is part of the administrative team that works for the principal.

Strategies for attracting Highly Qualified Teachers (HQT)

According to PS 19's 2011 BEDS Survey statistics, 100% of our teachers were Highly Qualified. As of November 2011, 3 teachers will demonstrate subject matter competency through the HOUSSE Program/Exam. The administration strives to keep Highly Qualified teachers by:

- Providing weekly common planning/collaborative periods supported by coaches and the administration
- Offering opportunities for personal and professional growth through in-house professional development, Network support, Columbia Teachers' College calendar days and PD, inter-visitations, outsourced PD.
- Inviting staff to join PS 19's SLT, Professional Development Team, and to volunteer for various PA functions such as the Holiday Boutique and Family Fun Day

Service and program coordination

- Professional development is provided by, but not limited to, Network 607, Columbia Teachers' College, Study Island, Imagine Learning, and Wilson

Budget and resources alignment

- FSF- Substitute Teachers, Coverages, Per Session for outside PD
- Technology Allocation – School Messenger, Study Island, Imagine Learning, School Website – www.ps19.us
- PA Budget – Family Fun Night, 8th Grade Graduation, Ring Day, Awards Assemblies

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Students will show progress in explaining their work on extended response questions in Mathematics

Comprehensive needs assessment

- Student responses on the 2011 NYS Mathematics exams, 2011 Baseline Exams, and teacher-created assessments indicate a need for improvement on extended response questions.

Instructional strategies/activities

Activity 1:

- **Professional Development:** Differentiated Professional Development for the staff related to intervention strategies and Common Core State Standards, meet with Mathematics Support personnel from the Network, hire an F-Status teachers to support ELL students in mathematics, utilize common planning periods for discussions related to student progress and best practices, parent workshops conducted before the NYS exams will be provided detailing student performance, supplemental resources available, and N.Y.S. Mathematics Exam requirements and content
- **Target Populations:** All teachers and support staff, parents/guardians
- **Responsible Staff Members:** Principal, Assistant Principals, Mathematics teachers, ESL teacher
- **Implementation Timeline:** September 2011 through June 2012

Activity 2:

- **Assessment Data:** Utilize baseline exams, Acuity assessments, and classroom assessments to determine individual areas in need of improvement and progress monitor students, provide documented student exam modifications when possible on classroom, baseline, and periodic assessments to accurately gauge students progress and performance, teachers collaboratively create rubric-based assignments aligned to the CCSS, and positive reinforcements such as “Exit Tickets” will be used weekly in many classrooms to gauge student understanding
- **Target Populations:** All teachers and support staff, all students in grades 3-8
- **Responsible Staff Members:** Principal, Assistant Principals, teachers (Data Collection and Review), Data Specialist, Mathematics teachers, ESL teacher
- **Implementation Timeline:** September 2011 through June 2012

Activity 3:

- **Goal Setting:** Expand on individualized/group student goal-setting in all content areas, teachers will regularly conference with students to guide goal setting and discuss student progress and performance, positive reinforcements such as “Exit Tickets” will be used to gauge student understanding and offer motivation for goal achievement, classes will utilize the “Problem of the Day” activity, utilize Study Island for support in school and at home, incorporate Math Games and EDM activities for enrichment, and increase the number of teachers pushing into classrooms to provide support
- **Target Populations:** All teachers and support staff, all students in grades K-8
- **Responsible Staff Members:** Principal, Assistant Principals, teachers, Data Specialist, Mathematics teachers, ESL teacher
- **Implementation Timeline:** September 2011 through June 2012

Activity 4:

- **Supplemental Support:** Provide test prep classes after school from January – April, conduct Extended Session Tues/Thurs, utilize Study Island for support in school and at home, NJHS tutoring, AIS
- **Target Populations:** All teachers and support staff, all students in grades K-8
- **Responsible Staff Members:** Principal, Assistant Principals, teachers, Data Specialist
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- Parents are a child's first teacher. If parents are fully involved, students will study more, complete homework and perform better on tests.
- The school seeks to improve performance by helping parents learn how and when to assist their children in learning activities and techniques, and by helping parents learn strategies and skills to use at home.

Strategies for attracting Highly Qualified Teachers (HQT)

According to PS 19's 2011 BEDS Survey statistics, 100% of our teachers were Highly Qualified. As of November 2011, 3 teachers will demonstrate subject matter competency through the Housse Program/Exam. The administration strives to keep Highly Qualified teachers by:

- Providing weekly common planning/collaborative periods supported by coaches and the administration
- Offering opportunities for personal and professional growth through in-house professional development, Network support, Columbia Teachers' College calendar days and PD, inter-visitations, outsourced PD.
- Inviting staff to join PS 19's SLT, Professional Development Team, and to volunteer for various PA functions such as the Holiday Boutique and Family Fun Day

Service and program coordination

- Professional development is provided by, but not limited to, Network 607, Columbia Teachers' College, Study Island, Imagine Learning, and Wilson
- ESL Program administered by

Budget and resources alignment

- FSF- Substitute Teachers, Coverages, Per Session for outside PD
- Technology Allocation – School Messenger, School Website – www.ps19.us

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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	4	3	N/A	N/A	1	0	1	0
1	5	3	N/A	N/A	0	0	0	0
2	4	2	N/A	N/A	4	0	0	0
3	6	3	N/A	N/A	2	0	0	0
4	18	19	5	0	1	0	0	0
5	14	6	2	0	2	0	0	0
6	12	11	2	2	3	0	0	0
7	15	13	2	4	5	0	0	0
8	16	13	3	2	3	0	0	0
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

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	<ul style="list-style-type: none"> * 90 minute Balanced Literacy Block supported with Teacher's College. * AIS as a push-in model * Inquiry work designed to support struggling students * Students receive small group instruction based on needs. Students receive Wilson, Foundations, Rally, Goal, Words Their Way and/or Language! Programs * Teachers push into classes for AIS * Extended Session
Mathematics	<ul style="list-style-type: none"> * 90 minute Math block. * AIS staff work in a push in model * Small group instruction focusing on individual needs using manipulatives, reteaching, technology, and math games. * Lessons are scaffolded to students by the AIS staff. * Differentiated instruction in all math classes through frequent content and skills based assessment. * Increase in the number of teachers pushing into classes to provide AIS * Extended Session
Science	<p>Network support staff and the administration push in the classroom based on teacher need and recommendations.</p> <ul style="list-style-type: none"> * ELA push-in teachers utilize relevant Science content during small group ELA instruction (Fact/Detail, Sequencing, etc.)
Social Studies	<p>Network support staff and the administration push-in the classroom based on teacher need and recommendation.</p> <ul style="list-style-type: none"> * ELA push-in teachers utilize relevant Social Studies content during small group ELA instruction (DBQ's, Historical Fiction, etc.)
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> * Small group focusing on students needs. * School counselors will provide guidance and crisis counseling services during the school day, one period a week or more based on referrals by the Crisis Intervention Team * Students are assisted in learning how to deal with various personal issues including school, friends, family current events, etc.

At-risk Services provided by the School Psychologist	* School psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker	* Social workers will provide counseling services to at-risk students and their families as needed. *Students are assisted in learning how to deal with various personal and family issues that are affecting student progress.
At-risk Health-related Services	*Health related services are offered during the school day, one period a week or as needed, to all students based on referral. *Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

**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 will 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 prompting 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _11X019_

School Name: _PS 19 The Judith K. Weiss-Woodlawn School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 **Improvement Year 2** Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: **Basic** Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) **Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 19 has been identified as a SINI school in the area of Students With Disabilities in ELA. We are designated an Improvement Year 2 – Basic. The school identified the 3rd and 4th grade SWDs as the group that needed the greatest level of support and intervention. Our findings concluded that the students at these grade levels required more interventions to increase their fluency and decoding skills.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

PS 19 has implemented the Wilson Reading Intervention Program as part of the daily curriculum of our SWDs in an effort to further support their reading fluency and decoding skills. Five instructors have received the required training in Wilson to ensure that the highest level of intervention would be put into action. Additionally, PS 19 has all the identified students participating in our extended day program in which the focus is to further the students reading skills (fluency, decoding, and comprehension). PS 19 has invested in two software/web based programs, Study Island and Imagine Learning, to further supplement the support. The two programs are utilized in class, during computer lab periods, and as a support at home.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**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 Elemer Myers	District 11	Borough Bronx	School Number 019
School Name PS/MS 19 Judith K Weiss			

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

Principal Tim Sullivan	Assistant Principal Ellen O'Brien
Coach Kathleen Mallon	Coach Kathleen Mallon
ESL Teacher Spheresa Gjidija	Guidance Counselor Kim Alagrin
Teacher/Subject Area Maureen Cooney	Parent type here
Teacher/Subject Area type here	Parent Coordinator Doris Wade
Related Service Provider Randi Tascione	Other type here
Network Leader Elmer Myers	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	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	501	Total Number of ELLs	41	ELLs as share of total student population (%)	8.18%
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Part II: ELL Identification Process

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

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

1. During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS) which is provided in English and their native language. The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the Assistant Principal or the ESL teacher with the student and parent in English and in the native language, if possible. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services. When we obtain the results, usually in July, we evaluate the results of each student and determine future eligibility.

2. To follow is a description of the structures PS 19 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements of identifying and on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is LAB-R and considered entitled, the Assistant Principal with the ELL Teacher distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parent to the Orientation session. During the orientation the video is first shown in their native language explaining the 3 programs offered in the NYC schools. All materials are presented in the native language when translation is available. Parents are encouraged to complete the form at the school with the assistance of a translator in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session.

3. The Assistant Principal in collaboration with the ELL teacher conducts Parent Orientation sessions where parents are informed on program choices for their child. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. PS 19 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and

ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will take the names and formulate a list. We then explain the number of students that we would need in order to form an alternative program then what is offered at PS 19. Follow-up phone calls are made to parents who responded but did not attend and make-up sessions are scheduled. For new admits after October, we follow the same steps but provide the information during the registration process and schedule one-to-one orientations.

4. At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming and parent choice are honored. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.

5. PS 19 offers a Freestanding ESL Program. These programs are aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above. If a parent request a bilingual program we keep a list of all names and explain that we can form the class when there are 15 or more students on two contiguous grades. For parents that request ESL, we place the in our program based on grade level and ELL level. After reviewing the Parent Survey and the Program Selection forms for the past few years, the trend by parents is to choose the Freestanding ESL Program. Parents are aware of our success and most opt to have their children placed in this program and remain in our building. We ensure that not only is parent choice being honored, but that parents are fully informed of their rights.

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

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In	5	13	4	6	3	2	5	0	3					41
Total	5	13	4	6	3	2	5	0	3	0	0	0	0	41

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	3
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									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										0
ESL	38		2	2			1			41
Total	38	0	2	2	0	0	1	0	0	41

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2		1	1		1		1					9
Chinese		1		1										2
Russian														0
Bengali														0
Urdu														0
Arabic			2	1		2	3		1					9
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian	2	7	1	2	2		1		1					16
Other		3	1	1										5
TOTAL	5	13	4	6	3	2	5	0	3	0	0	0	0	41

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?

1. PS 19 has a Freestanding ESL program for grades K-8. Presently, we presently have 41 ELL students at PS 19, we have 38 newcomers, 1 long term and 2 with 4-6 years of service . Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with the mandated units of instructional in a Freesatnding ESL model. We have one licensed teacher who is instructing and assisting in the education of the ELL population, as well as our highly qualified staff who provide services to English Language Learners. PS 19 has scheduled in for our school year an ELL collaboration period for staff members to meet. This affords the school time to monitor student progress, discuss instructional strategies, and best practices for ESL instruction. In addition to the ESL period, all teachers have an additional ELA collaboration built in to their schedule to meet and discuss student progress. We have two classes on a grade, a general education class and an ICT class. During our ELA block there can be up to three teachers in the room to support our ELL students. Our ELL population are heterogeneously mixed in the classrooms. Students at the beginning, intermeidate and advanced level follow push-in model to align with grade appropriate curriculum. Our ESL teacher with the support of the classroom teacher, works on scaffolding, modeling and simplifying tasks so the students can access grade appropriate, general educaton curriculum.

2. In accordance with the CR Part 154, beginning and intermediate ESL students are receiving 360 minutes per week approxiametley 2

A. Programming and Scheduling Information

periods a day and advanced students are receiving 180 mandated minutes, approximately 1 period a day. An ESL teacher is on staff to provide and support the instructional minutes. At P.S. 19 all students receive the mandated 90 minute literacy block and math block daily five days a week. Our ELL population receives the support with a direct push with our ESL teacher during daily the literacy block to ensure no interruption of instruction. Depending on the individual performance level, it is determined whether it is for the entire block the children receive the support of the ESL teacher. The majority of our classes that have an ELL population have 2 teachers present during the literacy and math block. During our extended day period our ELL population is grouped according to level of performance for intense instruction and support of language acquisition in small groups.

3. All content area is delivered in an instructional program that ensures academic rigor. In addition to our 90 minute ELA and math block, all students at P.S. 19 receive instruction in science, social studies, technology and the arts. Each classroom has a leveled library for students to utilize. As a school we have a new science lab that students from grades 4-8 are doing labs in for a double block once a week. Kindergarten to 3rd do the labs once a week in the classroom. Science and social studies leveled libraries have been purchased for each classroom. Our elementary science teacher utilizes ESL strategies for her instruction that have been shared out during grade conferences and professional development. Weekly experiments are provided schoolwide and the ESL teacher will further support the units of study during her instruction. Students are guided in small groups the work on language development both verbal and written. We also provide laptops to our newcomer students in ELA, science, math, and social studies. Here the textbooks are available online along with a website tutorials that support the content. As a staff we really heavily on google translate for our middle school newcomers and all learners. Unfortunately, several languages are not available in the textbooks or trade books and the teacher will summarize/take notes then translate using Google Translate for the students. Technology is used on a daily basis in our classrooms. Each room is equipped with a smart board where lessons use visual support in the content area to support student learning. United Streaming is utilized to teach content using visual and auditory support.

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

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

b. Our newcomers in grades 4 and up are using the Keys to Learning program 7 periods a week with a double block on 2 days. Our newcomers in elementary are in a balanced literacy program daily for a double period with the support of two teachers. Other programs that are in use based on needs and levels are Foundations, Math Steps, Words Their Way, Lexia, Starfall, A+ Math, Backpack, and Imagine Learning! In addition to this during the extended day ELL students are grouped based upon need and levels. Group size never exceeds 5 in order to provide target strategic lessons. At the start of March we plan to use the Empire State NYSESLAT book, as done the prior school year, to help students prepare and become familiar with the NYSESLAT exam in the spring. Lastly, students are invited to attend the after school test prep for both the ELA and the Math State Exams using the Kaplan program. Students are partnered with students who exceed standards in literacy and can work as role models or buddies.

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

Technology is widely used in all classrooms to support all our ELL students in all content areas. Each room is equipped with smart boards and digital image projectors to provide visual, auditory, and kinesthetic support to our students. Elementary classrooms are set up with listening centers to further the learning modalities of ELA. Upper elementary and middle school students utilize the laptops to practice

A. Programming and Scheduling Information

listening, fluency, vocabulary and comprehension. Our newcomers and SIFE students use Google Translators to help in the daily communication with the students and teachers. They are also using Imagine Learning, the computer program that is differentiated based on their independent level. Various multicultural materials provide hands-on interactive learning, giving access to core curriculum. All students are using picture dictionaries, thesauri, and dual language dictionaries. Students are also receiving CDs that have content area courses to provide not only support in school but home. These CDs have an audio component to assist in the reading and comprehension of the text. Children are also shown how to access online websites to support their learning. These websites come with links to help in studying using an online tutor. Our computer lab utilizes software specifically designed for ELL students.

d. Our long term ELLs are in a heterogeneous classes that have the support of two teachers during the literacy and math block. They are receiving the support of Teachers' College staff developer who is focus in on writing, an area of weakness for both students. The discussion was made based on data from the ELA and NYSESLAT. Students produced on demand nonfiction writing and running records in September 2011 which were used as a baseline and strategy groups were formulated based on need for the writer's workshop. We provide several opportunities throughout the year to engage the parents his or her child's learning-orientations, celebrations, progress report meeting, report cards, and parent workshops.

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

6. Teachers across the grades and content areas use a variety of instructional strategies to provide access to academic content areas and accelerate English language development. The use of visual presentation is an emphasis for our ELLs which can be streamlined through the Smart Board using video clips, photographs, and readability of text using articles that all pertain to the topic/content being taught. In addition ELL students are partnered with highly performing, articulated students who reinforce instruction. Nonfiction libraries have been purchased for content areas across the grades. Here the teachers work on teaching students strategies to support them as readers during guided reading and conferences. Students are encouraged to turn and talk with partners. Accountable talk is present in all classes and all content areas.

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%	needs of the lesson. In addition, this year our extended day is on two days for longer blocks of 45 minutes to ensure consistency and more time on task. All our students are with their peers during the math and literacy block with support of another teacher in the room.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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11. At this point will not be using Backpack or Words Their Way for ELLs. We have incorporated key pieces of the ELL sorts into the word study. We also will no longer be using Language! in grade 7 and 8 because it does not meet the needs of those students.

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

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15. All required supports and resources are age and grade level appropriate. Due to the fact that we are a K to 8 building we are required to purchase various programs which at time might appear inconsistent. But newcomers in 1st have very different needs and awareness than or 8th grades.

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

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

B. Programming and Scheduling Information--Continued

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17. Presently,, the only language offered at PS/MS 19 is Spanish. Starting in 7th grade students receive spanish instruction twice a week. They continue to have spanish for 8th and some students are ginying the NYS Regents exam.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

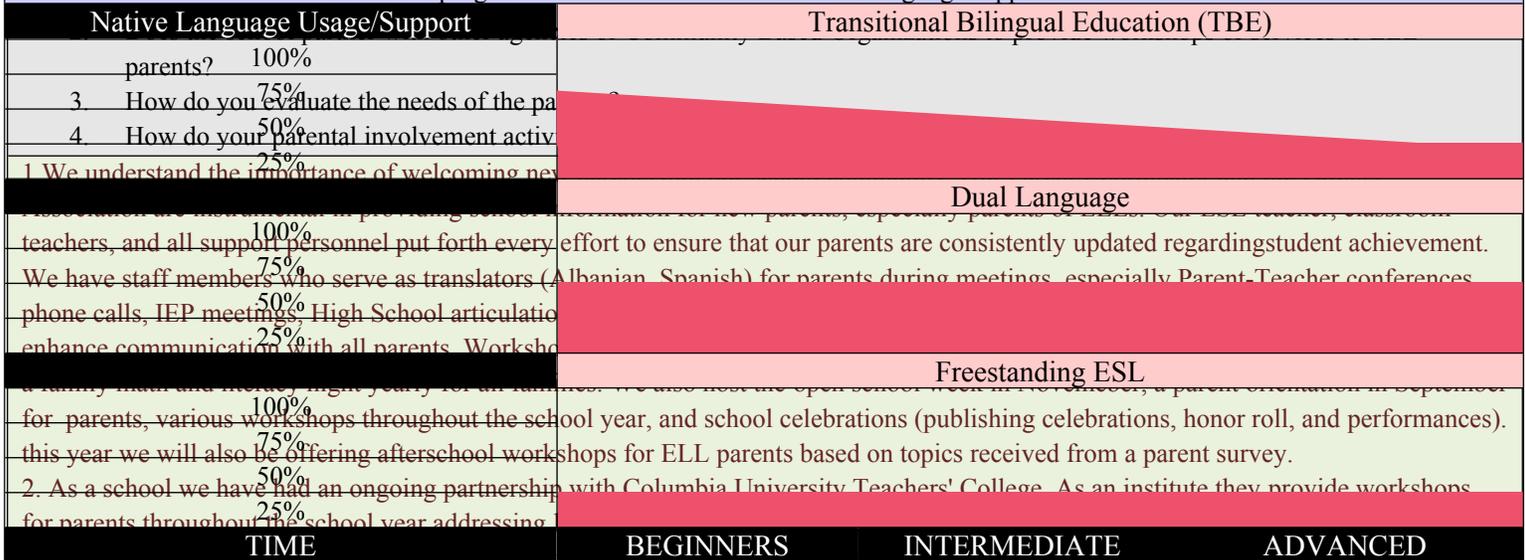
1. All staff at P.S. 19 participate in a rigorous, professional development plan. Each grade and teacher has an additional prep period to ensure collaboration. As a school we have a weekly Special Education, child study, data inquiry, and professional development meeting which we are fortunate to have our ELL teacher be apart of the majority of the committees. With the support of our network, our ELL teacher receives on site staff development from the ELL specialist and attends Network workshops whenever offered. Our ELL teacher also attends seminars at Columbia University Teachers' College geared towards the ELL population, Network meetings and works with the onsite staff developer.

2. Our guidance counselor works closely with our staff in assisting students with the transition to high school. She holds a parentworkshop twice a year and goes in to the classroom for articulation along with individual student conferences.

3. All staff have or will obtain the mandated 7.5 hours of ELL training that is recorded. In addition to this we have professional development each year that revolves around the instruction of ELLs. Our weekly collaboration meeting with our ESL teacher provides support on a continuous cycle for all ELLs. teacher will be offered afterschool workshops throughout the year on ELL training.

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

3. One key piece we use to evaluate our parents needs in the Learning Environment Survey. In addition to this we send out parent surveys to obtain information on how we can best support them through workshops, communication, and student progress. Our principal attends all the Parent Association meetings and our School Leadership Team is key in putting forth parents' needs to administration.
4. The majority of our parental involvement activities arise from parental requests that are obtained from the above scenarios.

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?

1. We understand the importance of welcoming new parents into our school community. Our Parent Coordinator and the Parents' Association are instrumental in providing school information for new parents, especially parents of ELLs. Our ESL teacher, classroom teachers, and all support personnel put forth every effort to ensure that our parents are consistently updated regarding student achievement. We have staff members who serve as translators (Albanian, Spanish) for parents during meetings, especially Parent-Teacher conferences, phone calls, IEP meetings, High School articulation meetings and for any occasion where needed. In addition, we have a school website to enhance communication with all parents. Workshops are planned throughout the school year based on surveys and questionnaires. We offer a family math and literacy night yearly for all families. We also host the open school week in November, a parent orientation in September for parents, various workshops throughout the school year, and school celebrations (publishing celebrations, honor roll, and performances). This year we will also be offering afterschool workshops for ELL parents based on topics received from a parent survey.

2. As a school we have had an ongoing partnership with Columbia University Teachers' College. As an institute they provide workshops for parents throughout the school year addressing literacy. In addition to this we are affiliated with the Woodlawn Taxpayers Association who support our school with service awards, school facilities, and fundraisers and is open to all parents. Monthly meetings for all parents are held the second Tuesday of the month to support all Woodlawn families. We also are affiliated with the Woodlawn who offer an after school sports program for all our students.

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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. All students that are targeted for intervention attend a 90 minute literacy and math block with the support of two teachers. During this block the ESL teacher pushes in for additional support. Each classroom is equipped with a smart board, digital image projector and 4 laptops. This provides the tools teachers need to implement ELL learning strategies (visual, auditory, etc....) In grades 7 & 8 we provide an intervention program called Foundations and Rave. In our K-3 classes we use Words Their Way with English Learners, Wilson, Foundations, and Math Steps in addition to our core curriculum. We work on matching programs to students not students to programs. Steps for our intervention programs range from Tier I to Tier III supports. Lower grade teachers send home packets with each student to support class work. Students are assessed formerly monthly and placed in strategic reading groups based on needs. Assessments occur throughout the day informally by the teacher conferences, checklist, exit slips, etc. We also have weekly child study meetings that we discuss and monitor the progress of our students. Each grade has an additional collaboration period for data inquiry groups, monitoring student progress and sharing "Best Practices". All students have progress monitoring folders that are used to record the data.
9. Students that have reached proficiency on the NYSESLAT will remain in the extended day program for additional support. They are grouped based on academic need and levels with general education students. Group sizes do not exceed 6 to ensure targeted instruction. In addition to this they will be part of the extended day test prep that is offered. The students are closely monitored and part of an inquiry group that meets weekly to discuss student progress. They will continue to receive the testing modifications throughout the school day.
- 10 We are looking more to match the students' needs instead of having the students align to a program. One thing we will continue is the afterschool NYSESLAT preparation for our students. we strongly feel that our students were confident and prepared to take the NYSELAT. In addition we have purchased licenses to Imagine Learning! a computer program that will be used in the classroom for our ELL population. During ELL instruction we are using a reading program called RAVE that addresses reading, writing, phonics. and spelling skills. Our newcomers in upper grades will be using Longman's Cornerstones.
11. At this point will not be using Backpack or Words Their Way for ELLs. We have incorporated key pieces of the ELL sorts into the the word study. We also will no longer be using Language! in grade 7 and 8 because it does not meet the needs of those students.
12. At Ps 19 we offer chess, wrestling, teen center, test prep, high school prep course, choir, and an art portfolio course to all our students depending on grade level. Every child receives an invitation and is encouraged to attend. All are ELL students attend our extended day program.
13. As discussed previously, technology is used to support our ELL during instruction. Each classroom is equipped with a smart board and digital image projector for interactive lessons, visual and auditory support for our students. 4 laptops are in each classroom along with a state of the art computer lab. This year we have purchased an additional 30 laptops that are in carts that can be wheeled into the classroom. Laptops are used for various tasks. Student use them to access websites that support language acquisition. EDUplace is used to provide fountas leveled text with auditory support and Imagine! learning. Many of our newcomers use the laptop for the writing process and to assist in translation in Google Translator. Also United streaming is used for visual and auditory support for students along with Time for Kids website that provides video components on topics. Imagine learning will be used in grades K to 5.
14. Our largest population of ELLs are Albanian as is our ESL teacher. She is able to support them in native language development. We also really heavily on Google Translate and parental support. Students are peerred with other students who are dual languaged.
15. All required supports and resources are age and grade level appropriate. Due to the fact that we are a K to 8 building we are required to purchase various programs which at time might appear inconsistent. But newcomers in 1st have very different needs and awareness than or 8th grades.
16. In order to assist newly enrolled ELL students beofre the beginning of the school year we hold an orientation with the parents to familiarize them with PS/MS 19. We offer workshops throughout the school year for parents.
17. Presently,, the only language offered at PS/MS 19 is Spanish. Starting in 7th grade students receive spanish instruction twice a week. They continue to have spanish for 8th and some students are ginying the NYS Regents exam.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All staff at P.S. 19 participate in a rigorous, professional development plan. Each grade and teacher has an additional prep period to ensure collaboration. As a school we have a weekly Special Education, child study, data inquiry, and professional development meeting which we are fortunate to have our ELL teacher be apart of the majority of the committees. With the support of our network, our ELL teacher receives on site staff development from the ELL specialist and attends Network workshops whenever offered. Our ELL teacher also attends seminars at Columbia University Teachers' College geared towards the ELL population, Network meetings and works with the onsite staff developer.

2. Our guidance counselor works closely with our staff in assisting students with the transition to high school. She holds a parentworkshop twice a year and goes in to the classroom for articulation along with individual student conferences.

3. All staff have or will obtain the mandated 7.5 hours of ELL training that is recorded. In addition to this we have professional development each year that revolves around the instruction of ELLs. Our weekly collaboration meeting with our ESL teacher provides support on a continuous cycle for all ELLs. teacher will be offered afterschool workshops throughout the year on ELL training.

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?

1. We understand the importance of welcoming new parents into our school community. Our Parent Coordinator and the Parents' Association are instrumental in providing school information for new parents, especially parents of ELLs. Our ESL teacher, classroom teachers, and all support personnel put forth every effort to ensure that our parents are consistently updated regarding student achievement. We have staff members who serve as translators (Albanian, Spanish) for parents during meetings, especially Parent-Teacher conferences, phone calls, IEP meetings, High School articulation meetings and for any occasion where needed. In addition, we have a school website to enhance communication with all parents. Workshops are planned throughout the school year based on surveys and questionnaires. We offer a family math and literacy night yearly for all families. We also host the open school week in November, a parent orientation in September for parents, various workshops throughout the school year, and school celebrations (publishing celebrations, honor roll, and performances). this year we will also be offering afterschool workshops for ELL parents based on topics received from a parent survey

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2. As a school we have had an ongoing partnership with Columbia University Teachers' College. As an institute they provide workshops for parents throughout the school year addressing literacy. In addition to this we are affiliated with the Woodlawn Taxpayers Association who support our school with service awards, school facilities, and fundraisers and is open to all parents. Monthly meetings for all parents are held the second Tuesday of the month to support all Woodlawn families. We also are affiliated with the Woodlawn who offer an after school sports program for all our students.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	1	2	1	2	2		1					17
Intermediate(I)	2	7	1	3	2				1					16
Advanced (A)		1	1	1	1		1		1					6
Total	5	13	3	6	4	2	3	0	3	0	0	0	0	39

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3				3
8	1	1	1						3
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Our goal is to improve all student achievement through a balanced approach to literacy, mathematics and mastery of other content areas. Assessment tools are utilized in planning our instruction for differentiation. Students are assessed using both formative and summative assessments- the LAB-R test, NYSESLAT, TCRWP Assessment, Unit and chapter test, Exit Slips, writing samples. An exit writing and ELA and Math State Exams are for parents and teacher observations. We also administer practice NYSESLAT

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tim Sullivan	Principal		1/1/01
Ellen O'Brien	Assistant Principal		1/1/01
Doris Wade	Parent Coordinator		1/1/01
Shpresa Gjidiija	ESL Teacher		1/1/01
	Parent		1/1/01
Kathleen Brown	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kathleen Brown	Coach		1/1/01
	Coach		1/1/01
Kim Alagrin	Guidance Counselor		1/1/01
Elemer Myers	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x019 **School Name:** Judith K. Weiss

Cluster: 2 **Network:** 607

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.

During enrollment ELL students are identified through the Home Language Survey as outlined in the LAP. The information is then input into the ATS system for easy identification of language translation needs. We also send home a language preference survey to families which we then provide them all school notices in their language of choice. In addition, we have our own website that has translated documents and access directly to Google Translate for parents. We also use the DOE Translation Department to translate important notices and general school information. Additionally, we have staff available to translate as needed—Albanian, Spanish, and Chinese. Our Parent Coordinator works closely and effectively to ensure that translation needs are met. As new students enroll, the number of families requiring written translations fluctuates. As of now, oral translations are provided to approximately 4 families in Albanian and 1 in Spanish, even though they indicated that English is the primary language spoken at home. The PS 19 school community was informed by the administration and office personnel search out in-house staff for oral translations on an as-needed basis.

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.

More orientation meetings need to be provided for parents throughout the school year to foster communication with non-English parents and provide necessary information to them regarding school matters. Additional outreach was needed for High School enrollment process was a need for our school. In discussing these matters we have scheduled visitation by High Schools to come to PS 19 to assist in the decision process and additional meetings for ELL parents of 6th and 7th graders. We also found that parents were not aware of why certain notices or calls were being made home, so we purchase the School Messenger system that is available in the language of the parent's choice. As new students enroll, the number of families requiring written translations fluctuates. As of now, oral translations are provided to approximately 4 families in Albanian and 1 in Spanish, even though they indicated that English is the primary language spoken at home. The PS 19 school community was informed by the administration and office personnel search out in-house staff for oral translations on an as-needed basis.

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.

Several of the letters are provided translation directly through the DOE website. We have worked on training our office staff on how to access these documents regarding school matters. Several of the classroom teachers utilize google translate to provide written communication in parents' native languages.

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

Oral translations will be provided by in-house staff and parent volunteers. Parents have the opportunity to schedule teacher meetings which would be attended by various bilingual staff who would provide translations in Spanish and Albanian. During parent/teacher conferences in November and February, parents have the option to receive translation over the phone with staff and the administration.

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

Parents receive a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Parents receive written communication from the school in September detailing translation services and NYC DOE posters explaining interpretation services are found in the main lobby.

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: Based upon data from our NYSESLAT and Math scores, a need is apparent in mathematics. Our goal will be to create additional support for our ELL students in the content area of Mathematics. We presently target our ELLs during ESL in literacy skills. In addition to daily instruction, our ELL students are in an extended day program 2 days a week for 50 minutes each day. We presently use the Longman Program, Foundations, Imagine Learning and NYSESLAT prep depending on the students' individual levels and needs. Our target students for the supplemental math program will be in grades 3 - 8 totaling 16 students. An additional teacher will be hired for 2 days a week for a 12 week cycle focusing on basic math skills. She will be working with our students providing small group instruction along with our ESL instructor. In addition, this support teacher will push in during the Math 90 minute block 2 days a week. Here the strategies will be modeled to support our ELL students. The language of instruction will be in English due to the language surveys that are provided with no one area that has a specific dominant language. Materials that we will be using will include manipulatives and the New York Math Connects .

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: Recently, we have had a large increase in our ELL population to our school community. We have staff developers from Teacher's College who provide PD for our staff with a focus on our subpopulations which include our ELL students. The staff developers will provide strategies and model lessons for our staff in ESL instructional support. The 2 Staff Developers, Katie Wears and Chris Lehman, are here for 4 cycles at 3 consecutive weeks totaling 24 days. Staff that are targeted for this instruction are our K-8 instructors of ELA, Science, and Social Studies. We also have calendar days scheduled throughout the year addressing ESL instruction at Columbia Teacher's College. In addition, we discuss ESL strategies during our weekly collaborative grade meetings. We closely examine student work and plan instruction around student needs. We also have our network ELL specialist, Yluicha Jacquez, provide on site PD for a staff and our ESL teacher 3 times a year. Our ESL teacher, Ms. Gjidija, attends collaborative meetings to provide support to our teachers in addition to schoolwide PD. This is very differentiated based on the needs of the students and the teachers.

Part D: Parental Engagement Activities

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: At the beginning of the school year, we provide an orientation for all parents that overview the curriculum and learning expectations. In addition, we have a "Meet and Greet" for our ELL parents. This orientation highlights programs that are offered in our school. There will be 3 other workshops provided by our ESL teacher throughout the school year based on student needs- What to expect on the State Exams, How to Help Your Child at Home, and Summer Activities. Parents will be notified by mail and a backpacked letter that will be in their native language. Our Parent Coordinator will also make home phone outreaches. Our guidance counselor, Kim Algarin, provides a workshop about high school entrance options. We also invite high schools in for a fair in the spring for 7th grade students. In November, a representative from the International School for ELL students will be coming in to address our ELL students and parents in grades 6-8. The focus is on high schools that are available for ELL students.

Part E: Budget

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

Allocation Amount: \$11200

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 	10,000	F-Status Mathematics Support Teacher - \$375/day at 26.5 days = \$9,937.5
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	x	x
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	1,120	-Easel for instruction (\$265) Math Connects Manipulatives (\$25x20=\$500) Math Connects Student books (\$12.36x20= 247.20\$) Math Tools/Supplies - \$150

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	x	x
Travel	x	x
Other	x	x
TOTAL	11,200	11,099.70