



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 19Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q019

PRINCIPAL: GENIE CALIBAR EMAIL: GALIBA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELINE CHAN

06-24-2013

## 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
Genie Calibar	*Principal or Designee	
Ivette Casado-Faya	Assistant Principal	
Richard Burke	*UFT Chapter Leader or Designee	
María Quiroz	*PA/PTA President or Designated Co-President	
Betty Esposito	DC 37 Representative, if applicable	
Joseph Knapp	Member/Teacher	
Sumaira Khan	Member/Teacher	
Sharon Cafferata	Member/Teacher	
Eloina Uroza	Member/Parent	
Viviana Caussin	Member/Parent	
Gloria Pérez	Member/Parent	
Berta Asitymbay	Member/Parent	
Adelina Pano	Member/Parent	
Elvia Cadena	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **ANNUAL GOAL #1 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 #1**

- By June 2013, each teacher will participate in professional development, with supervisors and/or teacher colleagues, in an effort to strengthen teacher practice with regard to Danielson competencies 1e, 3b, and 3d. Seventy percent (70%) of teachers targeted for walkthroughs after professional development will effectively demonstrate the attributes modeled during professional development and outlined in the Danielson rubrics.

### **Comprehensive needs assessment**

- Our 2011-2012 Progress Report overall grade was 68.5 out of 100. This score allowed us to achieve an A rating, and exceeds the threshold for A by a margin of 3.8 points. However, one of the categories that makes up the Progress Report grade is Student Progress where we only scored a B grade with a score of 33.9 out of 60. We missed the A level threshold by 4.9 points, a greater number than in 2010-2011.
- Further analysis of the Progress Report showed that for Students with disabilities (SwD) in ICT and SETTS settings, we began to better close the achievement gap compared to prior year, but the gain is minimal. However, those SwD in self-contained settings dropped on the achievement gap measure in this report (only 2% achieved 3's and 4's in ELA compared to 8.3% in prior year and 10% versus 12.5% in Mathematics).
- Understanding that teacher effectiveness affects student outcomes, led us to identifying this initiative as a goal for this school year. Therefore, in order to achieve increased student progress and comply with the Citywide Instructional expectation to strengthen teacher practice, a plan of action to improve teacher effectiveness has been put in place.
- Additionally, last year, we observed and reflected about where we stood on the attribute of teacher effectiveness by engaging in brief walkthroughs with reflective feedback focused on the Danielson Framework components rubric, specifically focusing on Domain 3-Instruction (3-b Using Questioning and Discussion and 3-d Using Assessment). The teachers and administrators were able to reflect upon and determine how these competencies support the higher level of the Depth of Knowledge, thinking and activity, to which the students were being exposed. We noticed that there was a need to modify and adapt certain teaching practices in order to be more compatible with what and how the students will need to learn in order to achieve the Common Core Standards.
- Our staff was surveyed in Spring 2011 (Pre) and Spring 2012 (Post) on their level of comfort with the elements of competency 1e-Designing Coherent Instruction. The results indicated a positive shift in the level of comfort with the competency, however, not to a level that would allow at least 70% of teachers to effectively demonstrate the competency.

### **Instructional strategies/activities**

- Although we will continue to monitor and provide reflective feedback through our walkthroughs in the Danielson's Framework components 3-b Using Questioning and Discussion, 3-d Using Assessment, and 1-e Designing a Coherent Lesson, the goal this school year is to strengthen teacher practices by providing professional development that will target these areas.
- A measurable research rubric from the Danielson Framework will be used for each component to monitor the progress and impact of professional development in these highlighted next steps with specific detailed feedback.
  - The Principal and Assistant Principals will conduct two formative observations for each teacher using the rubrics from the components mentioned.
  - Feedback will be given within a short period of time in the form of post-discussion and a written rubric with brief, specific details.
  - We will carry out specific Danielson's component walkthroughs (1-e, 3-b, and 3-d) two to three weeks after the teachers are provided with professional development on the elements we are targeting. Another walkthrough will follow later on in the school year to monitor not only the immediate impact but also the internalization or mastery of the indicators of these components.
  - In order to be able to complete these walkthroughs, we will randomly select one half of the teachers in each grade or content group and follow through later on during the school year with the same group. Every teacher will receive a walkthrough in a minimum of one of the components selected (1-e, 3-b, and 3-d).
- We have planned for and purchased several educational consultants and methodologies to support us in this endeavor: LCI-Learner-Center Initiatives, Metamorphosis, a Literacy Consultant, and Socratic Seminars.

- A minimum of three workshops or webcasts will be attended by teachers on Questioning and Discussion, Using Assessment in Instruction, and Designing of Coherent Instruction.
- Beginning in October, LCI will provide four full days of on-site professional development, and four one-hour webcasts, and webinars to all supervisors and a group of 15 lead teachers representing each grade in order to develop a shared language and common understanding of these components of the Danielson Framework. The program activities will include the unpacking of Danielson's Framework for professional practice, the use of LCI rubrics for quality curriculum, discussion of exemplary teacher and student work, review of tools and protocols for facilitating engagement, questioning, thinking, and other learned practices. They will turnkey to other teachers by means of practice and discussion in subsequent grade planning sessions, study groups and inquiry team work.
- Beginning in October 2012, the Metamorphosis team, an educational mathematics-focused team headed by Lucy West will help teachers to understand and teach Mathematics, as well as assists them in working on Teaching Learning Communities. These teachers will plan rich lessons focused on big ideas and critical instructional practices (CCSS), engage in evidenced –based discussion post –lessons, construct and articulate a shared understanding of an effective cohesive lesson, assess student learning. Five of these teachers will be coached to take leadership facilitator roles among their colleagues.
- Beginning in November, we will adapt the ground rules of the Socratic Seminars in order to develop discussion techniques. Lesson plans that include expectations that outline the rubrics of the design of coherent instruction will be implemented. We will provide in-house staff development through study group, intervisitation, video, and book studies in these two areas.

### **Strategies to increase parental involvement**

Our school will support parents and families of 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;
- conducting 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;
- providing 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;
- hosting the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed;

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Cabinet Meetings – Assistant Principals' Professional Development and Team Discussion on the Danielson Framework
- Network Meetings-Professional Development
- Additional 6<sup>th</sup> prep period for professional development (study groups)
- Teacher Coverage for professional development
- LCI-Learner-Center Initiatives, Metamorphosis, a Literacy Consultant, and Socratic Seminars.

## **ANNUAL GOAL #2 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 #2**

- By June 2013, ELA instruction, tasks and assessments will include text-based questions related to higher level text complexity. Eighty percent (80%) of questions should require answers that reflect these two instructional shifts. Evidence of successful implementation of these shifts will include a 70% increase of students meeting standards on pre versus post ELA performance tasks as measured in student work product and task rubrics.

### **Comprehensive needs assessment**

- The ELA Assessment Transition Plan, which was released by NYSED in March 2012, provided a timeline which indicated that in the 2012-2013 school year, the NYS English Language Arts Test will be fully aligned to the Common Core Learning Standards (CCLS).
- In the 2011-2012 school year, students in Grades K-5 were given Common Core-aligned performance tasks in ELA. These grade specific performance tasks focused on Informational Reading and Informative or Opinion/Argumentative Writing standards in the CCLS. In the non-testing grades, only 40% of our Kindergarten students, 30% of our Grade 1 students and 15% of Grade 2 students met grade level expectations. In the testing grades, only 22% of our Grade 3 students, 46% of our Grade 4 students and 42% of Grade 5 students met grade level expectations.
- In the 2011-2012 school year, the NYS ELA Test was aligned to the 2005 NYS Standards. 43% of our Grade 3 students met grade level expectations as compared to 45% in the 2010-2011 school year, 51% of our Grade 4 students met grade level expectations as compared to 50% in the 2010-2011 school year, and 51% of our Grade 5 students met grade level expectations as compared to 52% in the 2010-2011 school year.
- In December 2012, students in Grades 3-5 were administered the Acuity ELA Benchmark Assessment. The Benchmark Assessment reflected the question types and complexity of the texts that Acuity anticipates will be on the Common Core aligned New York State Test in the Spring of 2013. The questions were designed to provide evidence of students' skills in reading comprehension, critical thinking, and answering text-dependent questions. The extended response/performance task items required comparison, analysis, synthesis, and/or opinion or argumentation. Students in Grade 3 obtained an average of 29%, students in Grade 4 obtained an average of 42%, and students in Grade 5 obtained an average of 33%.
- Results of the above mentioned assessments support the need for our school to implement changes in our ELA instruction and assessments that are fully aligned to the CCLS.

### **Instructional strategies/activities**

- Beginning in September 2012, the Common Core Planning teams (including the lead teachers identified in Galaxy) for each grade and content area, will make sure that the yearly calendar addresses the Standards focused on this year by the City's Initiatives. They will reflect on student work in addition to the standards and benchmarks of the CCLS for the standard they are addressing for the particular unit being planned.
- The teams will then come to a collaborative understanding of the goals and objectives of the unit(s) under consideration. They will develop a curriculum map that not only includes the skills that need to be addressed, but also considers the strategies, activities, and discussions that will bring instruction to the level of response that the CCLS demands. They will look at the materials being used, the text complexity, and essential questions that drive the unit. The grade teams will use the CCLS and the sample units of study provided by the City and/or State to produce a task and rubric in ELA for the unit they aligned to the CCLS. These tasks will then be assessed with the rubrics during study groups. The teams consist of two teachers, a coach, and an Assistant Principal for each grade for ELA. The meetings will take place during and after school and will be covered under the ARRA RTT funds for this type of work.
- At least one performance task must be completed in each grade by January, while a second task will be completed and analyzed by year's end.
- During Inquiry sessions for each grade, teachers will review the units being presented by the Common Core Planning teams, and they will break up into small groups to reflect on the kind of evaluation and interim assessment needed to work on the type of questioning that will build Academic Vocabulary and higher order thinking discussions, the text complexity from Read Alouds, and the embedding of the Listening and Speaking standards and Language standards into the units.
- Professional Development will be provided on assessing text complexity and on moving towards open-ended questions with text-based answers. This

Professional Development will be presented by teachers who attended last year's OAR Spring Intensive Course Overview: Building Students' Deep Understanding through a Common Core-aligned Unit.

- A literacy consultant will work with our instructional cabinet and the upper grade planning teams to review and reflect with these teams on the selection of materials, questioning, tasks, and level of text complexity. She will provide support for appropriate scaffold and cohesiveness among the grades vertically and horizontally, monitoring and evaluating post-units on Common Core standards student work and appropriate instructional shifts leading to these standards. They will turnkey to other teachers through practice and discussion.
- Teachers in the second and third grades will develop an understanding of the rigor demanded by the curriculum of the Common Core for their grades by looking at student work and aligning their curriculum maps and teaching points with the standards of the Common Core in ELA and will carefully examine the gaps between one grade and the next grade. The major differences will be indicated in a specific plan for these two grades with what will be done to support the scaffold in each grade.
- Evidence of at least two Read Alouds that demonstrate appropriate grade level text complexity.
- Purchase and use beginning in September of *Journey Reading* to provide a 50-50 exposure to fiction and non-fiction materials with an underlying common theme to a grade level text.

**Strategies to increase parental involvement**

Our school will support parents and families of students by:

- Conducting parent workshops on specific expectations for meeting the CCLS and preparation for the NYS ELA exam
- providing materials and training to help parents work with their children to improve their achievement level in literacy and use of technology
- providing assistance to parents in understanding Citywide expectations and CCLS standards and NYS assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  Other

If other is selected describe here: AARA RTTT funds

**Service and program coordination**

- School Based Options for Inquiry Teams on Monday
- Network Meetings – Professional Development for AP's and Coaches
- Additional 6<sup>th</sup> prep period for teachers to have grade common study groups
- Teacher Planning Teams for development of Curriculum Maps
- Literacy Consultant
- *Journeys Reading* program
- LCI

### **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**

- By June 2013, Mathematics instruction, tasks and assessments will require use of the practice of modeling and constructing viable argument and critiquing the reasoning of others. Evidence of successful implementation of these instructional shifts will include a 70% increase of students meeting standards on pre versus post Mathematics performance tasks as measured in student work product and task rubrics.

#### **Comprehensive needs assessment**

- The Math Assessment Transition Plan, which was released by NYSED in March 2012, provided a timeline which indicated that in the 2012-2013 school year, the NYS Mathematics Test will be fully aligned to the Common Core Learning Standards (CCLS).
- In the 2011-2012 school year, students in Grades 3-5 participated in a Common Core-aligned performance task in Math. This grade specific performance task focused on a particular domain in the CCLS. In the non-testing grades, 74% of our Kindergarten students, 51% of our Grade 1 students and 76% of Grade 2 students met grade level expectations. In the testing grades, only 45% of our Grade 3 students, 41% of our Grade 4 students and 47% of Grade 5 students met grade level expectations.
- In the 2011-2012 school year, the NYS Mathematics Test was aligned to the 2005 NYS Standards. 55% of our Grade 3 students met grade level expectations as compared to 60% in the 2010-2011 school year, 77% of our Grade 4 students met grade level expectations as compared to 71% in the 2010-2011 school year, and 75% of our Grade 5 students met grade level expectations which was the same percentage as the 2010-2011 school year.
- In October 2012, students in Grades 3-5 were administered the Acuity Math Baseline Assessment. The Baseline Assessment assessed skills and content from the previous grade. The information we obtained provided insight around students' understanding of the skills, concepts, and application necessary to support successful engagement in the major work of the students' current grade. Students in Grade 3 obtained an average of 41%, students in Grade 4 obtained an average of 37%, and students in Grade 5 obtained an average of 45%.
- Results of the above mentioned assessments support the need for our school to implement changes in our Mathematics instruction and assessments that are fully aligned to the CCLS.

#### **Instructional strategies/activities**

- Beginning in September 2012, the Common Core Planning teams (including the lead teachers identified in Galaxy) for each grade and content area, will make sure that the yearly calendar addresses the Standards focused on this year by the City's Initiatives. They will reflect on student work in addition to the standards and benchmarks of the CCLS for the standard they are addressing for the particular unit being planned.
- The teams will then come to a collaborative understanding of the goals and objectives of the unit(s) under consideration. They will develop a curriculum map that not only includes the skills that need to be addressed, but also considers the strategies, activities, and discussions that will bring instruction to the level of response that the CCLS demands. They will look at the materials being used, and essential questions that drive the unit. The grade teams will use the CCLS and the sample units of study provided by the City and/or State to produce a task and rubric in Mathematics for the unit they aligned to the CCLS. These tasks will then be assessed with the rubrics during study groups. The teams consist of at least one teacher, a coach, and an Assistant Principal for each grade for Mathematics.
- At least one performance task must be completed in each grade by January, while a second task will be completed and analyzed by year's end.
- A Math Inquiry Team will look at how to implement and assess practices 3(construct viable argument and critique of others) and 4(model with mathematics) through appropriate academic language.
- Beginning in October 2012, on-site coaching and workshops in Mathematics by Metamorphosis will engage teachers in professional learning and discourse on age appropriate Math content. In Grades K-2, 3 teachers will attend a series of four workshops dealing with Developing Big Ideas, Strategies and Models in Early Number, Addition, and Subtraction. In Grades 3-5, 3 teachers will attend a series of four workshops dealing with Developing Big Ideas, Strategies and

Models in Fractions, Decimals and Percents. In Grades 2-6, 8 teachers will participate in one-day workshop dealing with Developing Discourse and Habits of Mind in Mathematics. In Grades 3-5, 5 teachers will participate in a one-day workshop on Informal Assessment. In addition, we will be provided with on-site Mathematics coaching and six planning days. Title I funding will be used to cover cost both of the educational consultants and teacher coverage for these PDs. These teachers will turnkey to other teachers through practice and discussion.

- Teachers in the second and third grades will develop an understanding of the rigor demanded by the curriculum of the Common Core for their grades by looking at student work and aligning their curriculum maps and teaching points with the standards of the Common Core in Mathematics and will carefully examine the gaps between one grade and the next grade. The major differences will be indicated in a specific plan for these two grades with what will be done to support the scaffold in each grade.
- Beginning in September 2012, implementation of *Go-Math* in Grades K-5. This math program will aid in achieving our goal through its alignment to the CCLS and instructional practices outlined in this goal.

**Strategies to increase parental involvement**

Our school will support parents and families of students by:

- Conducting parent workshops on specific expectations for meeting the CCLS and preparation for the NYS Mathematics exam
- providing materials and training to help parents work with their children to improve their achievement level in mathematics and use of technology
- providing assistance to parents in understanding Citywide expectations and CCLS standards and NYS assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- School Based Options for Inquiry Teams on Monday
- Network Meetings – Professional Development for AP's and Coaches
- Additional 6<sup>th</sup> prep period for teachers to have grade common study groups
- Teacher Planning Teams for development of Curriculum Maps
- Metamorphosis consultants
- *Go Math* program

## **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**

- By June 2013, first grade teachers will apply the knowledge of rigor demanded by the CCLS to target instruction of, and reduce the numbers of at-risk students by 30%.

### **Comprehensive needs assessment**

- By mid-year during the last school year, we had more than 35 students in the first grade who were reading at Level D (Fountas and Pinnell) in March, which by the Teacher's College Reading and Writing Project benchmark indicates that they were reading at Level 1. We targeted these students, giving them Tier II small group instruction, recommended them to the READ program for SES, and held meetings with their parents to advise them of how their children were progressing and ways to further support them from home. Some students made adequate progress and a few were evaluated for special education, but a vast number of them (22) were held over with the stipulation that they would receive RTI services in the Fall of 2012.
- At the same time, we had a group of about 22 students who were scheduled to return to PS 19 from kindergarten overlay. Not knowing what the extent of progress of these students and with already such a high number of students performing at Level 1 at the end of the school year, an additional first grade was added to assure that the registers in first grade would be below 26.
- For the school year 2012-13, PS 19 has 13 first grade classes, 2 of which are ICT with registers under 25. In addition, there is a bridge 1/2 class for newcomers who are ELLs and one self-contained special education class. All of the holdovers are receiving RTI services which include programs such as *LLI*, *Words Their Way*, *Foundations*, *Leap Track* and *Stephanie Harvey Comprehension Tool Kit* and, *Reading with TLC*.

### **Instructional strategies/activities**

- Lower class registers to provide smaller teacher-to-student ratios.
- Since the beginning of the year, Reading teachers have been assigned to first grade classes in order to provide additional Guided Reading instruction including a presentation of lessons involving questions that promote critical thinking and within-about-and-beyond the texts.
- To kick off Balanced Literacy this year, restructuring of the Literacy Program to include five 30-minute periods of Phonics or Word Work, using the Fountas and Pinnell Phonics program, in addition to the other literacy periods.
- RTI services, provided to students by AIS/Reading teachers in the Fall, will target students who were at-risk at the end of the last school year. These services will be provided for a minimum of 10 weeks, 3 to 4 times per week (not during the Word Work period) using a pull-out model of instruction.
- RTI teachers will conduct pre and post assessments and provide written documentation of student outcome and next steps
- Different RTI programs are available to target students' specific needs: Leveled Literacy Intervention, Foundations, Raz Kids, Starfall, and Reading with TLC.
- For Tier I and Tier II services, we have added AIS reading services for small group instruction as a push-in service in this grade.
- Assessment will be focused to a greater extent on specific phonemic awareness skills or ability.
- Recording and analyzing the results of students' Running Records on a monthly basis.
- Scholastic Guided Reading kits will provide authentic literature books with text gradients expected at the students' "just right" reading levels.
- Expose students to at least two reading pieces involving text comparable to an appropriate text complexity band in a task for their grade level.
- Teachers will use their monthly data assessments to plan and target small group instruction that correlates with student progress.
- At end of 10 week period, cabinet will evaluate student progress and discontinue if progress made or continue RTI for same students and/or provide RTI for new group of students. Three cycles of RTI are expected to be completed this school year.

**Strategies to increase parental involvement**

Our school will support parents and families of students by:

- Scheduling meeting between Guidance Counselors and parents to explain the RTI process and possible next steps
- Providing opportunities for parents to meet with RTI teachers during parent teacher conferences

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  Other

If other is selected describe here: Contract for Excellence Funding

**Service and program coordination**

- School Based Options for Inquiry Teams on Monday
- Network Meetings – Professional Development for AP's and Coaches
- Additional 6<sup>th</sup> prep period for teachers to have grade common study groups
- Teacher Planning Teams for development of Curriculum Maps
- Leveled Literacy Intervention, Foundations, Raz Kids
- Extended Day per session for 1<sup>st</sup> grade students currently at risk

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>ELA</b>	<b>Leap Track</b> Leap Track is a Reading and Language Arts Program	administered in small groups	three to five days a week during the school day by designated AIS teachers.
	<b>Leap Frog</b> Leap Frog is a technology-based program that was purchased for Kindergarten and First grade classrooms to develop phonological awareness.	centers	During the school day
	<b>Schools Attuned Philosophy</b> The Schools Attuned program is a comprehensive professional development and service delivery program from All Kinds of Minds.	One-to-one	During the school day
	<b>Imagine Learning</b> Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction.	One-to-one	During the school day
	<b>RAZ Kids</b> Raz Kids is a research –based individualized instructional reading program delivered via the internet.	One-to-one	During the school day and at home access
	<b>Leveled Library Intervention (LLI)</b> Leveled Literacy Intervention	Small group and one-to-one	During the school day, Extended Day

	(LLI) is a scientifically-based reading intervention system written by Fountas & Pinnell.		
<b>ELA continued</b>	<b>Rosetta Stone Classroom</b> Rosetta stone uses innovative technology to accelerate language learning through an engaging program that correlates to state and national standards for students in Dual Language, ESL and Bilingual classes.	One-to-one	During the school day
	<b>ESL Instruction:</b> The Balanced Literacy Model with Established Language Goals and scaffolding techniques are presented in all self-contained ESL and Bilingual Classes.	Whole class	During the school day
	<b>37.5-Minute Program</b> During our 37.5-minute period, we service students who require additional instructional time according to their need for content area instruction or teacher recommendation. Support is offered in all core academic subjects.	Small group	After school
	<b>Extended Day</b> Additional time is provided for all students who demonstrated areas of need.	Small group and whole class	After school
	<b>RTI – Tier I</b> Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing Journeys, Leveled Books, Sing, Spell, Read and Write, Fountas and Pinnell Phonics, Peoples' Common Core	Small group	During the school day
	<b>RTI – Tier II</b> Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing LLI,	Small group	During the school day

	Words Their Way, Foundations, Leap Track and Stephanie Harvey Comprehension Tool Kit		
<b>ELA continued</b>	<b>RTI – Tier III</b> Students potentially at risk are identified and serviced by AIS Literacy specialists	One to two student groups	During the school day and after school
	<b>AIS Literacy Specialists</b> Provide daily push-in support for Grades K to 5. The Literacy Specialists implement the Balanced Literacy curricula in order to provide additional support and differentiate instruction for these students.	Small group	During the school day
<b>Mathematics</b>	<b>Small Group Skill Intervention</b> Intervention using <i>Go Math</i> Grab-n-Go resources for students not meeting standards based on unit assessments	Small group	During the school day
	<b>37.5-Minute</b> 37.5-minute extended time, students are involved in small group and differentiated instruction which allows teachers to focus on individual student needs and weaknesses.	Small group	After school
	<b>Basic Math Facts</b> Students are being motivated to take charge of their learning by encouraging study of grade level math facts on their own.	One-to-one	During the school day and at home work
	<b>Extended Day</b> Third, Fourth, and Fifth grade students participated in this school based program.	Small group	After school and Saturday
	<b>Project Hope</b> Project Hope is a research Math enrichment program from St. John's University. It targets third, fourth and fifth grade ELL students with high aptitude in mathematics.	Whole class	After school

<b>Science</b>	<b>Tier I Instruction</b> <ul style="list-style-type: none"> <li>• Comprehensive Assessment for Level 2 students</li> <li>• New York Coach for Level 3 students</li> <li>• Included a 30-minute Read Aloud session</li> <li>• Included the use of the Passwords Vocabulary</li> <li>• Selected ESL Teachers support the science curriculum calendar using literature that is aligned with the Harcourt text series. These teachers work specifically on science content vocabulary with a small group of students.</li> <li>• AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups.</li> <li>• All students participate in one content area performance task</li> </ul>	Small group and whole class	During the school day
	<b>Tier II Instruction</b> <ul style="list-style-type: none"> <li>• AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups.</li> <li>• This intervention included the use of the Passwords Vocabulary Book Extension of Activities.</li> </ul>	Small group and whole class	During the school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Students are identified for AIS in Social Studies by assessing four key areas of need in the essential skills listed in the NYS Social Studies Standards. Students are evaluated during each unit in Economics, Government, Civics,</li> </ul>	Whole class	During the school day

	<p>Geography, and History. Students receive intervention based on their performance on classroom tests and assessments. Based on the identification of specific areas of deficiency, small group and whole class instruction is then designed to target and address these needs. Students also respond to essential questions posed in each unit based on their understanding of the NYS Standards and writing of Informational Texts (CCRS). These responses are then assessed. Non-Fiction writing skills are then scaffolded and supported throughout the year based on these content area questions in order to assess progress. In addition, practice is provided in analyzing various types of primary sources including photographs, maps, letters political cartoons, and posters.</p> <ul style="list-style-type: none"> <li>• Students participate in one content area performance task.</li> </ul>		
<p><b>At-risk services provided by the Guidance Counselor</b></p>	<p>As part of their daily assignments with students, the Guidance Counselors:</p> <ul style="list-style-type: none"> <li>• serve as liaisons with parents</li> <li>• as part of our Academic Intervention Teams on behalf of the students.</li> <li>• address issues of maladaptive behaviors which may have an impact on learning as well as on social relationships within the school.</li> </ul>	<p>Individual, small group</p>	<p>During the school day</p>

	<ul style="list-style-type: none"> <li>• deal with self-esteem issues that arise as a result of academic struggles.</li> <li>• contact parents of students who have been excessively absent or who have created a pattern of absences.</li> <li>• investigate student needs, such as health-related issues including vision and hearing.</li> <li>• Present students during PPC meetings for evaluation and collaborative discussions.</li> <li>• facilitate Peer Tutoring; Suicide Prevention, Behavior Modification Services, Bullying Programs, and School Service activities.</li> </ul>		
<b>At-risk services provided by the School Psychologist</b>	<p><b>Counseling, Crisis Intervention, Pre-referral services.</b> In addition to conducting the evaluation process for CSE, the School Psychologist:</p> <ul style="list-style-type: none"> <li>• serves as a support service for parents of children with disabilities who are entering the school and who require services offered under special education. This service includes pre-screening for academic difficulties, referrals to outside agencies, crisis counseling, providing out-reach services to parents and behavior assessment plans.</li> <li>• serves as a member of the PPC.</li> </ul>	Individual and small group	During the school day
<b>At-risk services provided by the Social Worker</b>	<p><b>Parent Outreach.</b> The school Social Worker works with parents in the pre-referral stage of the evaluation process to determine if social and</p>	Individual	During the school day

	<p>environmental conditions may be having an impact on a child's performance. Whenever possible the Social Worker connects with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation</p>		
<p><b>At-risk Health-Related Services</b></p>	<ul style="list-style-type: none"> <li>• At P.S. 19Q, we have had two <b>Open Airways</b> classes this year. Each class is comprised of six sessions. During the classes, the Nursing staff teaches the students how to recognize the symptoms of an impending asthma attack and what to do to prevent or minimize the severity of the attack. The children were taught about how asthma is triggered and how to avoid the attacks. The children's families were included in these sessions by means of newsletters and printed material translated into the languages of the community. In addition, the children were taught how to use a spacer and a peak flow meter. After a modeling demonstration, the students were required to repeat the procedure for the Nursing staff to show that they had learned the proper technique. The students were also asked to take an asthma pre-test and post-test to measure their level of understanding.</li> <li>• School nurses implement Healthy Options and Physical Activity Program (<b>HOP</b>) to</li> </ul>	<p>Small group</p>	<p>During the school day</p>

	<p>assist children and families in developing healthy lifestyles. Nurses provide families of students with (Body Mass Index (BMI) greater than 99% with clinical assessment, health education, counseling and referrals to available resources in the community.</p>		
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In an effort to implement a rigorous, high quality plan of instruction for our students, we aim to continue to employ and retain highly effective teachers, the following strategies and activities are implemented throughout the year:

- Available positions are posted on the Open Market Hire System with the expectation of hiring the most qualified applicants
- Partner with Queens College to participate in their internship program and bring in high quality interns that may be potential new hires upon completion of their certification requirements
- Participate in the DOE Bilingual Pupil Services program to bring in high quality interns that may be potential new hires for our Bilingual and ESL classes upon completion of their certification requirements
- Interns participate in all PD provided to their cooperating teacher
- Participate in NYCDOE sponsored Hiring Fairs to recruit qualified applicants
- Untenured teachers participate in New Teacher Mentoring with one of our lead teachers for the required hours per year.
- New teachers are partnered with an experienced teacher in the grade to provide on-going support
- New teachers are provided support and individualized professional development by both Literacy and Math coaches appropriate to their grade, level of experience and needs
- Provide opportunities for teacher collaboration and in-house professional development:
  - All teachers participate in grade specific study groups for at least one period per week
  - All teachers participate in Inquiry work for one SBO period per week
- Lead teachers are identified for each grade. Their responsibilities include but are not limited to planning monthly units, developing performance tasks together with Assistant Principals and Coaches, attending and turn keying in-house and external professional development, being go-to person for the grade
- Lead teachers and other highly effective teachers participate in the following professional development partnerships:
  - Metamorphosis (Math – See Goal #3)
  - LCI (Literacy – See Goals #1 & 2)
  - Hunter College (Math – program designed to improve teacher mathematics content knowledge and pedagogy in order to ultimately improve student achievement)
  - Project Hope (Math – federally funded research program providing student enrichment and teacher development in conjunction with St. John’s University – emphasis is on students’ communication skills to enhance mathematical problem solving)
  - Project Win (ESL certification program in partnership with St. John’s University)
  - Project LEAD (Leadership Development. program emphasizing 4 levels of leadership (personal, interpersonal, managerial and organizational) in partnership with St. John’s University)
  - Integrated Co-Teaching Workshops – (network-sponsored program designed to build collaboration and teaching practice in the co-teaching model delivered by GoldMansour & Rutherford))

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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;
- communicating important and time-sensitive notices and information through the Global Connect™ Voice Broadcasting and Emergency Notification system
- 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 1<sup>st</sup> 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:

- 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;
- maintaining a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers (Learning Leaders program);

- 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 agendas/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;
- including school policy and procedures in school agendas

### **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 1<sup>st</sup> 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;
- communicating important and time-sensitive notices and information through the Global Connect™ Voice Broadcasting and Emergency Notification system
- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Mr. Charles Amundsem</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>019</b>
School Name <b>The Marino Jeantet School</b>			

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

Principal <b>Mrs. Genie Calibar</b>	Assistant Principal <b>Mrs. Ivette Faya</b>
Coach <b>Mrs Ellen Peruche</b>	Coach <b>Mrs. Kristen Morris</b>
ESL Teacher <b>Ms. Michele Morales</b>	Guidance Counselor <b>Mrs. Laura Jett</b>
Teacher/Subject Area <b>Mrs. Maria Gatanas, ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Mrs. Josette Pacheco</b>
Related Service Provider <b>Mr. Justin Thompson, A.P</b>	Other <b>Mrs. Clara Montoya, Lang. Int.</b>
Network Leader <b>Mrs. Diane Foley</b>	Other <b>Mrs. Anna Gemma, Testing Coord</b>

### C. Teacher Qualifications [i](#)

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	<b>12</b>	Number of certified bilingual teachers	<b>8</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>2005</b>	Total Number of ELLs	<b>1274</b>	ELLs as share of total student population (%)	<b>63.54%</b>
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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. 

The registration process begins with an informal interview conducted by qualified personell, such as Mrs. Morales, ESL teacher, or Mrs. Ivette Faya, Assistant Principal in charge of ELL program of both the student and parent in English or in their native language if necessary. This interview helps begin to determine appropriate placement and services for our students, and to ensure that they are given equal access and opportunities for success. For these students who are new admits (Code 58), the parents are also given a Home Language Survey (HLIS) to complete. Upon review of the HLIS form, if the student is identified as dominant in a language other than English, qualified personnel discuss and confirm their responses and invite them to attend a parient orientation. During the orientation, the parents are made aware of the programs choices and those offered at our school, view the EPIC Video in their native languages when necessary and complete Parent Survey and Program Selection Forms. Once the parent has viewed the video, made a selection, and has an opportunity to ask questions, the student is placed in either of our available programs, space permitting. For those parents who are unable to attend the meeting, additional meetings are scheduled as necessary. In a final attempt to complete these forms, and facilitate their completion for the parents who may not be able to attend the meetings, a letter is sent home notifying them of additional options and help in completing the form. The parents may choose to either attend the next scheduled meeting, be contacted by phone to conduct the interview or complete the forms and return to the school with the student. Upon return of these forms, indicating parent choice, the ELPC screen on ATS is completed.

Further evaluation of the students English or native language proficiency level is assessed using the LAB-R within ten days of placement. The LAB-R and the Spanish LAB assessments (when needed) are administered by licensed pedagogue such as Mrs. Gatanas, Mrs. Morales and Mrs Romero (for Spanish LAB testing) to determine whether students are entitled to Bilingual/ESL programs and services. In addition to results from the LAB data, the parent interview conducted during the registration process is also used to select appropriate placement for the student. The years the students has been in the country, the language/s student received instruction, program availabilty and parent choices all help determine placement. Once the assessment has been hand scored, the provider assigned to the class and classroom teacher is notified of the students entitlement. Further review of this entitlement and other summative assessments can also be reviewed by staff in ARIS.

At the beginning of each school year, ATS is used to review NYSESLAT scores in order to determine continued eligibility and mandated instructional minutes according to student proficiency levels. More specifically, the RNMR report is used to ensure students have been administered all components of exam and to further pinpoint the modality the student is either excelling in or struggling with. Within the school year, student progress is monitored through formative assessments such as conference notes, authentic student samples and oral discussions. A combination of data and assessments are used to set up differentiated and flexible grouping for entitled students. Finally, at the end of the year, the students are once again administered the NYSESLAT exam to determine the need for additional support services in the coming year.

For those students who are once again entitled, letters of entitlement are distributed and sent home notifying parents of services their child will receive during the current school year. In order to clarify and answer any questions with regard to these services, the

Assistant Principals name, Parent Coordinators name and the name of staff who can provide translation services is included. A review of the Parent Survey and Program Selection forms have revealed that at P.S. 19Q more parents have begun to request ESL programs and Dual Language Programs. In order to meet parent requests, we have expanded our Dual Language Program to a K-5 program. In terms of parents requesting ESL, approximately 95% of our 1224 students choose ESL as a first choice as reflected on the ELPC screen on ATS. This may be in part due to new regulations stating that students must be tested in English Language Arts within of one year of coming to the United States. This finding has allowed us to provide parents with their first request for their son's/daughter's program choice, space and availability permitting.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>			1	1	1	1								4
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	2	2								12
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1	2	1	1	2								7
<b>Push-In</b>														0
<b>Total</b>	2	3	5	4	4	5	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1224	Newcomers (ELLs receiving service 0-3 years)	871	Special Education	214
SIFE	5	ELLs receiving service 4-6 years	252	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26	1	0	0	0	0				26
Dual Language	135	0	0	22	0	0				157
ESL	710	4	106	230	0	53	1			941
Total	871	5	106	252	0	53	1	0	0	1124

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			6	4	8	9								27
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>27</b>						

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	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	40	9	33	21	24	23	17	34	21	35	20	32							155	154
Chinese					1														1	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other					1														1	0
<b>TOTAL</b>	<b>40</b>	<b>9</b>	<b>33</b>	<b>21</b>	<b>26</b>	<b>23</b>	<b>17</b>	<b>34</b>	<b>21</b>	<b>35</b>	<b>20</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>157</b>	<b>154</b>

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 309      Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 155  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 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
Spanish	160	192	133	145	163	161								954
Chinese	1	2	3	4	4	4								18
Russian	0	1	0	0	0	0								1
Bengali	6	3	2	3	4	1								19
Urdu	0	0	2	1	1	1								5
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	1	1								2
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	12	8	8	2	3	4								37
<b>TOTAL</b>	<b>179</b>	<b>206</b>	<b>149</b>	<b>155</b>	<b>176</b>	<b>172</b>	<b>0</b>	<b>1037</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

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

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually using the NYSESLAT in order to determine the mandated number of minutes of instruction, align instruction and differentiated needs. Lower and upper grade instructional programs are structured to include mandated number of minutes in instructional supports according to proficiency levels. Regardless of placement, all students receive instructional supports. More specifically, for those students currently enrolled in either Dual Language or a Transitional Bilingual Program, a schedule reflecting either the 50/50 model for dual language classes and a 75/25 model for the Transitional Bilingual classes of instruction is reflected in each classes individual instructional program. Within these guidelines, ESL instruction for ELLs within the different programs are delivered according to their proficiency levels as per CR-Part 154. Content area instruction such as Science and Social Studies, for Dual Language and Transitional Bilingual Programs are supported in the native languages as evidenced within their schedules and is taught by a Dual Language Bilingual/Social Studies teacher. Mathematics, is also taught in both the primary and secondary language by the classroom teachers. In order to assure that students are also evaluate in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress. We also assess our students periodically through individual student profiles and in ARIS in order to measure their progress and monitor instruction. From these data sources a history of years or service, three year tracking of NYSESLAT (overall proficiency as well as the four communicative modalities: listening, speaking, reading, and writing), State Exam results, subgroup status, and LAB Scores are monitored in order to track students. Annual goals are set for reading, writing, language and mathematics in alignment to the Common Core and ensure that all students will be college and career ready.

### Delivery of Instruction:

Our school follows a Balanced Literacy Model which includes: Read Aloud, Independent Reading, Guided Reading, Partner Reading, Shared Reading, book talks, the use of leveled texts, and classroom libraries to achieve their mastery of all communication skills. In these Instructional Programs, the teachers' begin by using the students' Basic Interpersonal Communication Skills (BICS) to build a scaffold for the development of Cognitive Academic Proficiency (CALP) as associated with academic language. Our staff is highly aware of the research (Dr. Lilly Wong-Fillmore et. al.) that supports the correlation between the English Language Learners inability to understand academic language and their ability to complete more cognitively demanding tasks. Keeping this research in mind, infrastructure and

## A. Programming and Scheduling Information

instructional practices have been set in motion at P.S. 19Q to assure that our students are challenged with instructional planning that address academic rigor, language structure, academic vocabulary through the use of materials that include texts that are appropriate for grade level, are complex and challenging.

Within these daily lessons, teachers when necessary are supporting their instruction through cooperative teaching and push-in small group instruction collaboratively with their ESL teacher. Instruction may target individual/group specific language proficiency levels and/or a specific reading and writing skills. In addition, teachers initiate and facilitate student discussions in groups or in partnerships in order to allow for opportunities for production of language both in verbal and written form. Unit rubrics, postings of the unit goals and tasks, student goals, student work, and an on ongoing evaluation of measurable pupil performance and product development are used as instructional tools in order to align instruction with the units of study and differentiate within the standards-based curriculum. This ideology allows the student and teacher to set clear expectation and goals for instruction. We have also implemented a 4-day shared reading cycle in which students learn strategies for understanding complex texts (research from Lilly Wong-Fillmore.) This cycle includes vocabulary development, demystification of complex text and language, a specific reading skill and as a culminating writing activity, a bridged writing component. This cycle currently being implemented in grades 3,4, and 5 is beginning to spread to primary grades. Other school personnel, such as AIS teachers, offer differentiated instruction for our students. These lessons are prepared according to student need and target key deficiencies and elements at their level. Through small group instruction, the use of leveled libraries that reflect student's reading proficiency, AIS services and differentiated instruction we strive to meet the needs of the individual student both in social and academic skills. A key element this year will be to include more opportunities for academic discourse and the application of Tier II vocabulary through Accountable Talk, Effective Questioning Techniques and informal and academic contexts. Ultimately, we hope that these opportunities for comprehensible input and output will reflect a major component of the Core Curriculum; Point of View and Argument.

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

### SIFE

Currently, we have a total of 5 SIFE students. These students are in grades Four and Five. All of these students are within their 0-3 years of service. Careful monitoring of interrupted schooling and tracking of their proficiency levels allows for differentiated instruction that supports student needs. Support from other school based personnel such as the Guidance Counselor, which would address emotional and family support, and other related service teachers, allow for the development of instructional tracks to ensure that we are focusing both on the child's language development and grade level benchmarks.

### Long Term ELL's:

Although our school has a large number of ELL students, we currently have only 1 long term ELL completing their seventh year of service and repeating the grade. Although this student is proficiency in the modality of listening and speaking, she is still in the advanced proficiency level for reading and writing bringing her overall proficiency level to Advanced. This data mirrors this students state exams results in ELA in which she achieved a Level 1 dropping from a Level 2 the previous year and remaining consistent in mathematics at a Level 2.

In order to meet the needs of our Long-Term ELL, the student is currently in a ESL push-in model within flexible small group instructional settings using research-based ESL methodology in which both teachers work collaboratively for instruction. Due to the fact that writing is the reason the student has not reached the proficiency level, it will be crucial to develop writing tasks and scaffolded supports for instruction. Structure and language supports for writing will also be a part of instruction via shared reading.

### New Comer ELL's:

Established partnerships, book talks and an integration of Accountable Talk within the Workshop model allow for increased framed

## A. Programming and Scheduling Information

discussion from which students develop and practice language. Within each classroom, leveled libraries and a variety of books for both student interest and gender also support literacy instruction. Fortunately, our classrooms are also equipped with technology that support programs such as RAZ Kids, Foundations, LEAP Frog, Imagine Learning and Leap Track which are among some of the materials that supplement student instruction. After school Programs such as Extended Day, Saturday Academy and Early Bird also allow for us to target a selected group of children based on data and student progress.

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

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

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

In order to provide continuing transitional support for Proficient students, small group instruction and differentiated instruction are provided within their class instruction. Students also participate in a Shared Reading program twice a week that includes vocabulary, grammar, language, reading skills and a writing component using non-fiction texts. This balanced literacy cycle is supported by research based methodology.

Differentiation of Instruction for Transitional Bilingual Education:

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

Differentiation of Instruction for Dual Language Program:

- Use of languages are defined by dual language program
- Class library are clearly defined and readily available materials in both languages
- There is evidence of student work in both languages
- Languages are clearly defined by color in lower grades (Blue and Red)
- Content area instruction in both languages
- Native language is used to support acquisition of the English language and for transferences.

Several meetings were scheduled for parents interested in the Dual Language Program. One meeting is scheduled during the day, and one is planned during the evening in order to give all parents the opportunity to attend. During these meetings, a detailed flyer is distributed to the parents and a Power-point presentation is presented by the Principal and a guest speaker. A complementary book is also distributed to the parents to symbolize that a commitment to education must come from both the school and the home.

In June, we will also have a parent orientation for incoming Kindergarten students. This workshop is for the purpose of explaining our schools instructional models and discuss goals and expectations of our Dual Language Program. In August, we have another parent orientation for students who are eligible for LAB-R Testing and introduce the programs available in the school.

Differentiation of Instruction for English as a Second Language Program

- Language Instruction is aligned to ESL, and ELA Standards
- Teachers model the language expected to achieve

Supplemental Services:

Our Extended Day programs are funded from Title III funding. In addition, our students in grades 3, 4, and 5, also participate in a Saturday English Language Arts Program and an Extended Day Program. Within these smaller learning communities, the students are

## A. Programming and Scheduling Information

grouped and instructed based on their abilities. Our large ELL population also has enabled us to offer an Early Bird ELL Program. When funding is available, our students also participate in the Winter and Spring Break Programs. Additional supplemental services also includes a summer Title III program for newly enrolled ELL students.

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

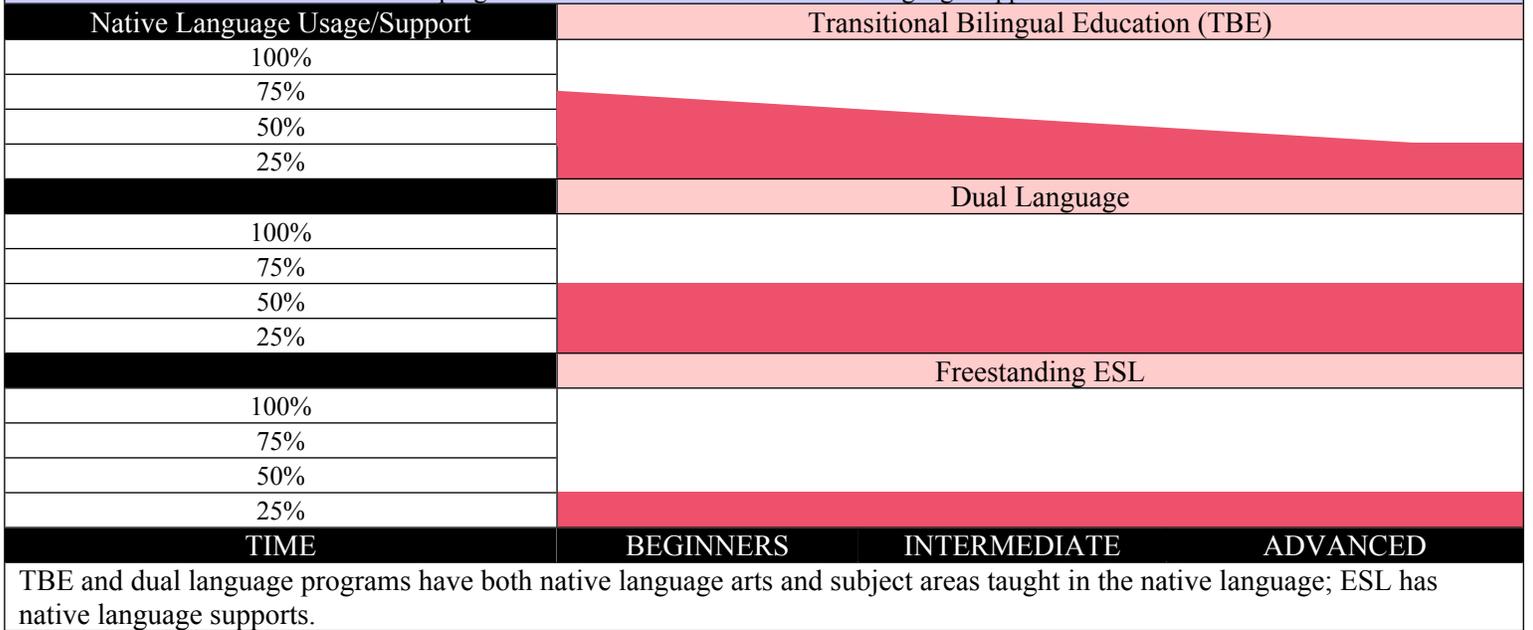
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

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

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

### New Arrivals:

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

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

### Mathematics:

- Small Group Skill Intervention Using EDM
- Early Bird Program
- Problem Solving Strategies
- Focus on Math
- Extended Day
- Saturday Academy
- Math ELL Initiative

- Elements of Daily Math
- New York State Coach Book  
(March to March Indicators)
- Houghton Mifflin Math
- Project Hope  
Math Inquiry Team

#### Math ELL Initiative

The goals of the program were to:

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

### C. Schools with Dual Language Programs

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

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

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

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

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

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

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

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

## D. Professional Development and Support for School Staff

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

### Resources and Support

#### Staff Development (2011-2012 activities):

In order to keep teachers up to date on city and school expectations and provide them with opportunities to grow as a pedagogue, on-going professional development will be provided during our weekly study groups, inquiry team meetings, Department Conferences and Faculty conferences for the purpose of providing teachers with additional strategies for ELL instruction within the monthly genres. The administration and teachers of our school who are knowledgeable and have been applying the research and philosophy of Dr. Lilly Wong Fillmore confer to discuss how these strategies can be used as a "tool kit" for instruction. An extension to her work and the research behind student's deficiency in academic vocabulary has also encouraged us to pilot methodologies related to academic vocabulary in the content area of Science for grades 3, 4, and 5. As this program evolves, we are turn-keying best practices and strategies with our school staff.

Imagine Learning a Technology based Program will also be implemented this year for which teachers will be given staff development. Due to our large number of ELL students throughout grades K-5, we address ESL initiatives globally. Our considerable number of ELLs in all classrooms has initiated our sharing, development, and the addressing of strategies for ESL students in all of our classes. In addition, our self-contained ESL teachers attend workshops that address incorporating Reading, Writing and Mathematics Instruction with ELL students. Additional topics will include: ESL/Bilingual/Dual Language Methodologies, Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques Cultural Awareness, Off-site professional development is also encouraged as offered by organizations such as NYSABE, ICI, LSO, Q-Tel Training in Literacy and Mathematics, Math ELL-Initiatives, and the National Dual Language Conference. A Dual Language Coordinator will provide on-going staff development, as well as, administrators and school staff who will provide monthly workshops for ESL/Bilingual/Dual Language Teachers. The professional development program will also target the needs of our ESL teachers and classroom teacher servicing our ELL population. Topics will include: ESL/Bilingual/Dual Language Methodologies, Second Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques, use of ESL Methodology during Guided Reading, academic language through content area, Cultural Awareness, Math ELL Initiatives and Everyday Math, Assessment/Data collection, Learning from Students Work, Performance Gains, and Skills Item Analysis.

Improvements for the upcoming school year.

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

Use of texts that are complex and appropriate for grade

Discussion within Inquiry Teams and study groups which focus on closing the achievement gap for ELL through Building Academic Vocabulary

Intensive instruction in phonological awareness in order to build decoding skills

Opportunities for use of sophisticated vocabulary through Accountable Talk opportunities

Monitoring for Self-Meaning

Building of stamina and fluency through independent reading

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

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

Expansion of shared reading cycles for primary grades

Development of assessment tools for interim monitoring or student progress

Gain insight into the culture, and language development of the ELL population

Deepen the pedagogical content knowledge in mathematics

Learn how to develop academic knowledge through classroom mathematical discussions

Use manipulatives to model mathematical concepts and provide additional differentiated instruction

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

Form representations of mathematical work

Due to the large number of ELL students enrolled in our school, it is urgent that all teachers be updated and trained in ESL methodology. Keeping this need in mind, our training goes beyond our mandated required training hours. Training of new strategies and methodologies takes place during weekly study groups, monthly department conferences, faculty conferences and outside professional development workshops. These training sessions are turn-keyed during meetings to ensure that everyone is kept up to date and all students have equal access to best practices. Evidence of these topics and dates are found in school meeting agendas and PD schedules.



## E. Parental Involvement

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

### Parent/community involvement:

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

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

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

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

Through our School Leadership Team, Parent Association and "open door" policy, our parents partake in collaborative decision making, school wide activities and can communicate the needs of the parents they represent. We take great pride in the relationship we have established with our parents. They are an integral part of our daily environment beginning with their volunteer work, Learning Leaders projects and other school activities. With the help of these parents the education of the students come full circle is strengthened.

# 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)	145	88	24	23	16	21								317
Intermediate(I)		117	49	71	44	42								323
Advanced (A)	92	44	114	85	151	148								634
Total	237	249	187	179	211	211	0	0	0	0	0	0	0	1274

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	4	5	5							
	I	2	55	23	12	5	8							
	A	1	113	135	98	126	84							
	P	0	57	16	57	59	91							
READING/ WRITING	B	4	78	20	21	7	11							
	I	0	103	44	69	45	42							
	A	0	37	65	79	128	131							
	P	0	9	47	2	15	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	156	160	1	357
4	36	151	189	0	376
5	23	137	169	4	333
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	7	10	107	26	187	6	29	0	372
4	16	0	94	0	164	0	115	0	389
5	15	0	75	0	170	0	89	0	349
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12		56		133		33		234
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Analysis of Data:

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

Subgroup- English Language Learners

ELA Summary

According to the results of the 2011 NYS ELA Test:

- 523 out of the 1,067 students (49%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 448 out of the 1,067 students (42%) tested in Grades 3, 4, and 5 received a Level 2.
- 100 out of the 1,067 students (9%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three: 357 tested students

- 40 students (11%) received a Level 1.
- 156 students (44%) received a Level 2.
- 161 students (45%) received a Level 3 or Level 4.

Overall, of the 40 students tested who scored at a Level 1, 16 students (40%) are receiving Special Education Services. Of the 40 students tested who scored at a Level 1, 37 students (93%) are English Language Learners.

Grade Four: 377 tested students

- 37 students (10%) received a Level 1.
- 151 students (40%) received a Level 2.
- 189 students (50%) received a Level 3 or Level 4.

Overall, of the 37 students tested who scored at a Level 1, 17 students (46%) are receiving Special Educations Services. Of the 37 students tested who scored at a Level 1, 33 students (89%) are English Language Learners.

Grade Five: 333 tested students

- 23 students (7%) received a Level 1.
- 137 students (41%) received a Level 2.
- 173 students (52%) received a Level 3 or Level 4.

Overall, of the 23 students tested who scored at a Level 1, 7 students (30%) are receiving Special Education Services. Of the 23 students tested who scored at a Level 1, 23 students (100%) are English Language Learners.

Subgroup- 111 Special Education Students

According to the results of the 2011 NYS ELA Test:

- 17 out of the 111 students (15%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 54 out of the 111 students (49%) tested in Grades 3, 4, and 5 received a Level 2.
- 40 out of the 111 students (36%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three:

Of the 30 students tested:

- 16 students (53%) received a Level 1.
- 11 students (37%) received a Level 2.
- 3 students (10%) received a Level 3 or Level 4.

Grade Four:

Of the 57 students tested:

- 17 students (30%) received a Level 1.
- 29 students (51%) received a Level 2.
- 11 students (19%) received a Level 3 or Level 4.

Grade Five:

Of the 24 students tested:

- 7 students (29%) received a Level 1.
- 14 students (58%) received a Level 2.
- 3 students (13%) received a Level 3 or Level 4.

Subgroup- 581 English Language Learners

According to the results of the 2011 NYS ELA Test:

- 165 out of the 581 students (28%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 323 out of the 581 students (56%) tested in Grades 3, 4, and 5 received a Level 2.
- 93 out of the 581 students (16%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three:

Of the 204 students tested:

- 37 students (18%) received a Level 1.
- 111 students (54%) received a Level 2.
- 56 students (27%) received a Level 3 or Level 4.

Grade Four:

Of the 222 students tested:

- 33 students (15%) received a Level 1.
- 120 students (54%) received a Level 2.
- 69 students (31%) received a Level 3 or Level 4.

Grade Five:

Of the 155 students tested:

- 23 students (15%) received a Level 1.
- 92 students (59%) received a Level 2.
- 40 students (26%) received a Level 3 or Level 4.

Math Summary

According to the results of the 2011 NYS Mathematics Test:

- 761 out of the 1,111 students (68%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 302 out of the 1,111 students (27%) tested in Grades 3, 4, and 5 received a Level 2.
- 48 out of the 1,111 students (4%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three: 372 tested students

- 17 students (5%) received a Level 1.
- 133 students (36%) received a Level 2.
- 222 students (60%) received a Level 3 or Level 4.

Overall, of the 17 students who scored at a Level 1, 3 students (18%) are receiving Special Education Services. Of the 17 students who scored at a Level 1, 16 students (94%) are English Language Learners.

Grade Four: 390 tested students

- 16 students (4%) received a Level 1.
- 94 students (24%) received a Level 2.
- 280 students (72%) received a Level 3 or Level 4.

Overall, of the 16 students who scored at a Level 1, 8 students (50%) are receiving Special Education Services. Of the 16 students who scored at a Level 1, 16 students (100%) are English Language Learners.

Grade Five: 349 tested students

- 15 students (4%) received a Level 1.
- 75 students (21%) received a Level 2.
- 259 students (74%) received a Level 3 or Level 4.

Overall, of the 15 students who scored at a Level 1, 4 students (3%) are receiving Special Education Services. Of the 15 students who scored at a Level 1, 14 students (93%) are English Language Learners.

Subgroup- 110 Special Education Students

According to the results of the 2011 NYS Mathematics Test:

- 43 out of the 110 students (39%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 52 out of the 110 students (47%) tested in Grades 3, 4, and 5 received a Level 2.
- 15 out of the 110 students (14%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three:

Of the 30 students tested:

- 3 students (10%) received a Level 1.
- 18 students (60%) received a Level 2.
- 9 students (30%) received a Level 3 or Level 4.

Grade Four:

Of the 56 students tested:

- 8 students (14%) received a Level 1.
- 22 students (39%) received a Level 2.
- 26 students (47%) received a Level 3 or Level 4.

Grade Five:

Of the 24 students tested:

- 4 students (17%) received a Level 1.
- 12 students (50%) received a Level 2.
- 8 students (33%) received a Level 3 or Level 4.

Subgroup- 623 English Language Learners

According to the results of the 2011 NYS Mathematics Test:

- 343 out of the 623 students (55%) tested in Grades 3, 4, and 5 received a Level 3 or Level 4.
- 238 out of the 623 students (38%) tested in Grades 3, 4, and 5 received a Level 2.
- 46 out of the 623 students (7%) tested in Grades 3, 4, and 5 received a Level 1.

Grade Three:

Of the 218 students tested:

- 16 students (7%) received a Level 1.
- 99 students (45%) received a Level 2.
- 103 students (47%) received a Level 3 or Level 4.

Grade Four:

Of the 234 students tested:

- 16 students (7%) received a Level 1.
- 81 students (35%) received a Level 2.
- 137 students (59%) received a Level 3 or Level 4.

Grade 5:

Of the 171 students tested:

- 14 students (8%) received a Level 1.
- 58 students (34%) received a Level 2.
- 99 students (58%) received a Level 3 or Level 4.

NYSESLAT Summary:

Overall, the NYSESLAT analysis reveals that the majority of our students K-5 are in the Advanced Level.

Consistent with previously identified trends, students seem to move into higher proficiency levels from Kindergarten to First grade, but then slip in the second and third grade. In the fourth grade, students seem to once again progress and then fall behind in the fifth grade.

In terms of modality analysis, students transition nicely through the Listening and Speaking section in most grades except third grade where they show a slight stall. The struggling area is in the reading and writing modality where although they move into the Advanced Level, they stall and do not transition into the Proficient Level making them Long Term ELLs. These findings concur and were reflected in our Extension of Services Report.

LAB-R Summary:

LAB-R to date indicates that most of the new admits enrolling in the school are in the Beginner level of English regardless of their grade. Kindergarten has the largest number of new admits, of which they are primarily beginners. Although, combining the NYSESLAT and LAB scores, our first grade has the largest number of ELL's in the Beginner Level.

## 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.

## Part VI: LAP Assurances

<b>School Name:</b> <b>P.S. 19</b>		<b>School DBN: 24Q019</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Genie Calibar	Principal		12/19/11
Ivette Faya	Assistant Principal		12/19/11
Josette Pacheco	Parent Coordinator		12/19/11
Michele Morales	ESL Teacher		12/19/11
	Parent		12/19/11
Maria Gatanas	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		12/19/11
Kristen Morris	Coach		12/19/11

**School Name:**

**P.S. 19**

**School DBN: 24Q019**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ellen Peruche	Coach		12/19/11
Laura Jett	Guidance Counselor		12/19/11
Diane Foley	Network Leader		12/19/11
Justin Thompson	Other		12/19/11
Carmen Montas	Other		12/19/11
Clara Montoya	Other		12/19/11
Anna Gemma	Other		12/19/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **24Q019** School Name: **Marino Jeantet School**

Cluster: **2** Network: **204**

**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**

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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.

□ On the back of the emergency contact card given to each student parents are asked the language they prefer for written and oral communication from the school. This information along with an informal survey were used to determine the needs for translation. This then is entered in ATS into The Home Language Report (RHLA) which is reviewed and used to analyze the number of and breakdown of languages spoken at school. The breakdown is provided by grade and by language in our Language Allocation Policy.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□ An RPOB report generated from ATS enables us to identify by class each student's home language. This report, which will be kept in the main office in a Translation and Interpretation Binder, will be made available to all staff members.

□ The predominant language in our school population is Spanish with 1,686 students. Therefore, all our documents are translated into the predominant language of our community. When translation into other languages is necessary, our in-house teachers and the Board of Education Translation Services are consulted. The other languages that make up a second and third sub-group in our school are Chinese(71students) and Bengali(41students).

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Marino Jeantet School Q19	DBN: 24Q019
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 940
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 60
# of certified ESL/Bilingual teachers: 15
# of content area teachers: 45

## 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: [?](#)[?](#)

Before and After School programs:

Project Hope

Activities: After school program, Math ELL enrichment

Number of students to be served: 135 students

Grade Levels: 3rd, 4th and 5th Grade Students

Languages of instruction: English

Times per day/week: program duration: Three times a week for a total of four and a half hours - from November to April for a total of 5 classes

Service provider and qualifications: St John's University, ELL Research Department and Common Branches state certified teachers

Rational for the selections of programs and activities-

Project Hope is a research program from St. John's University. It targets ELL students with high Math aptitude. As an enrichment program it targets language as it provides Math enrichment. Project Hope involves an additional 90-minute program three times a week in Mathematics. This after school program targets 135 ELL students through the course of three years and involves five classes that meet for three 90-minute sessions each week for a total of 50 sessions each from November until April.

MATH After School Program:

Activities: After school program, Math ELL Intervention

Number of students to be served: 360 students

Grade Levels: 3-5th Grade Students

Languages of instruction: English

## Part B: Direct Instruction Supplemental Program Information

Times per day/week: program duration: Once a week for two hours - from January to April

Service provider and qualifications: ESL and Bilingual Teachers will push in for half hour to each class and Common Branches Teachers with experience in the upper Primary grades will teach content. All students will receive services from both ESL teachers and Common Branch teachers

Rational for the selections of programs and activities: The After-School Math ELL Intensive Program addresses 3-5th grade at-risk ELL students for the purpose of improving student math performance and help students meet the standards (for the NYS math tests).. There will be a total of eighteen classes for the Math ELL after school program, servicing approximately 360 ELLs, fifteen common branches teachers and three ESL teachers will service these classes. Supplementary Math instructional materials will be provided as an intervention for these at-risk ELL students. Classes will meet a total of 16 sessions beginning in December, 2012 through April, 2013, from 3:10 p.m. to 5:10 p.m. Group size will be maintained at 15-20 students per teacher.

Former ELL Language Enrichment Saturday Program

Activities: Saturday Program, Math/ELA Language enrichment for Advanced to Former ELLs

Number of students to be served: 80 students

Grade Levels- 3-4th Grade students

This program will target Advance ELL to Former ELL students (Students who became proficient in the last two years) to further develop their discourse and Math Ability. There will be a total of 4 classes that will meet for 3hrs on Saturdays from January to April for a total of 11 sessions.

ELA After School Program:

Activities: After school program, ELA Intervention for ELL students

Number of students to be served: 380 students

Grade Levels: 3-5th Grade Students

Languages of instruction: English

Times per day/week: program duration: twice a week for 1.5 hours - from January to April

Service provider and qualifications: ESL and Common Branches Teachers with experience in the upper Primary grades will teach this program. ESL and or Bilingual teachers will push in half hour sessions.

Rational for the selections of programs and activities: The After-School ELA Program addresses at-risk ELL students in grades 3-5. There will be a total of eighteen classes servicing approximately 380 ELLs. They

## Part B: Direct Instruction Supplemental Program Information

will meet a total of 20 sessions beginning in January, 2013 through April, 2013, from 3:10 p.m. to 4:40p.m. twice a week. Group size will be maintained at 15-20 students per teacher. The sessions will address literacy skills and language structure development. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Reading Skills materials will be provided to improve English language skills. General instructional supplies such as chart paper, markers, manipulatives, books, computer license and certificates of achievement will be purchased to support the After School Programs.

The 1/2nd Grade ELL After-School READING Program:

Activities: After school program, Literacy Development for ELL at risk students

Number of students to be served: 90 students

Grade Levels: 1st and 2nd Grade Students

Languages of instruction: English

Times per day/week: program duration: two times a week for 1.5 hours - from January to April

Service provider and qualifications: ESL and Bilingual Teachers will push in for half hour sessions and Common Branches Teachers with experience in the Lower Primary grades will teach the core of the program.

Rational for the selections of programs and activities: The 1/2nd Grade ELL After-School Program addresses instruction to improve literacy. It will meet 2 days per week (Tuesday and Thursday) from 3:10 p.m. to 4:30 p.m. There will be a total of 6 classes for the ELL After-school servicing approximately 90 students. We will be using a literacy based program to help the students develop language and literacy skills.

Math Ealry Bird Program:

Activities: To improve Math knowledge by learning content Language vocabulary and language structure

Number of students to be served: 15 students

Grade Levels: 3-5th Grade Students

Languages of instruction: Spanish and English

Times per day/week: program duration: Twice a week in the morning From January till April from 7:15 to 8:00a.m. (20 sessions of 45 minutes each)

Service provider and qualifications: ESL and Bil Common Branches Teachers with experience in the upper Primary grades

## Part B: Direct Instruction Supplemental Program Information

Rational for the selections of programs and activities: The Math Early Bird Program will address instruction to improve math performance for newly arrived ELL students at-risk. Instruction will be provided in English with supplemental materials in the Native Language to help students meet the standards in Math (for the NYS math tests). Supplementary instructional materials will be given to provide intervention for the ELL at-risk student in Math. Participating newly arrived students, currently in ESL classes.

Math Early Bird Program for students with IEP:

Activities: To improve Math knowledge by learning content Language vocabulary and language structure

Number of students to be served: 20 students

Grade Levels: 3rd and 4th grade Grade Students

Languages of instruction: English

Times per day/week: program duration: Twice a week in the morning From January till April from 7:15-8:00a.m. (20 sessions of 45 min each)

Service provider and qualifications: Special Education Teachers with experience in the upper Primary grades

Rational for the selections of programs and activities: The Math Early Bird Program will address instruction to improve math performance for IEP students at-risk. Supplementary instructional materials will be given to provide intervention for the ELL IEP students in Math.

ESL teacher will work with Dual Language teachers on implementing ESL strategies and adjusting curriculum to work with two language systems.

Attendance for these programs is monitored by the Parent Coordinator, paraprofessional and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder.

Paraprofessional will work with Dual language Kindergarten and ESL department for family meetings and information sessions on programs for ELL students.

## 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

### Part C: Professional Development

Begin description here:

Before and After School programs:

Teachers working with ELLs in after School will receive professional development on data analysis and instructional groupings for ELLS. This pd will be provided by lead ESL teachers and Assistant Principal. It will take place in JAnuary( approximately) Before the beginning of the ELA After School program

Three hours of per session for 18 teachers.

10 Dual LAnguage teachers will receive training on administering and analyzing EDL, SPanish Running records. (50 Per Diem Days). Four dual language teachers will be send for training on the Spanish Phonics Program of Estrellita (12 Per Diem day).

### 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:

Attendance for the after school programs is monitored by the Parent Coordinator, paraprofessional and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder.

Paraprofessional will work with Dual Language Kindergarten and ESL department for family meetings and information sessions on programs for ELL students. Two sessions will be specifically on MATH and Vocabulary Academics. The meetings giving information about the new Math CCLS and its impact on ELLS will take place in December and January and it will address grade specific content. It will be mainly given by the Math coaches with translation from the parent coordinator in Spanish, other languages (Chinese and bengali) will be given documentation in their languages. The meetings giving information about the shift in Academic Vocabulary through the CCLS and its impact on ELLS will take place in January and February it will address specific language standards. It will be presented by the literacy coaches with translation from the parent coordinator in Spanish, other languages (Chinese and bengali) will be given documentation in their languages.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		