



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE CURTIS SCHOOL
DBN (i.e. 01M001): 31R019
Principal: MARY PETRONE
Principal Email: MPETRON@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: GREGORY GALLO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mary Petrone	*Principal or Designee	
Jeanne Raleigh	*UFT Chapter Leader or Designee	
Angela Carcamo	*PA/PTA President or Designated Co-President	
Laura Castellano	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Evelyn Rosario	Member/ Teacher	
Ellen Overbye	Member/ Teacher	
Audrey Batz	Member/ Paraprofessional	
Ruth Sciortino	Member/ Parent	
Linda Homme	Member/ Parent	
Lisa Allen	Member/ Parent	
Deborah Shand	Member/ Parent	
Cathy Decker	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By June 2014, there will be a 5% increase in the percentage of students in grades 3-5 who will perform at levels 3 and 4 on 2014 NYS ELA assessment.

Comprehensive Needs Assessment

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

In an analysis of the NYS ELA performance indicated that 23.4% of students in grades 3-5, performed at or above grade level standard (levels 3 and 4) on new common core aligned assessment, as compared to 55.3% the year before. Although the 2013 test was aligned to new common core standards and more rigorous than the previous exam, it resulted in a 58% change in the percentage of students at levels 3 and 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Determination of instructional focus will be fashioned in literacy targeting specific teacher practices and activities to be included within a 6-8 week period of instruction after data from common pre assessment is graded for each performance task.
2. Using protocols, collaborative conversations and pre assessment teams, teachers will review grade data from student tasks in literacy during 3 benchmark intervals per subject. The grade colleagues will include these ideas into the task instruction, before the post assessment.
3. Teachers will make evidence-based adjustments to their units, lessons, and teaching practices forged by working collaboratively, using intervisitations, critical friends, and looking at their strengths/weaknesses through a diagnostic lens and selecting appropriate interventions for all students.
4. Teachers will utilize new common core aligned curriculum as an instructional resource.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers on the grade – ReadyGen Literacy Curriculum/Raz Kids Literacy Technology/Awards Reading Technology
2. All Grade Colleagues – PS 19 Literacy Performance Task Skill Class Form/PS 19 Literacy Task Summary Sheet
3. All Grade Colleagues – Common Core Standards and ELA Shifts embedded in instructional plans
4. All teachers using Response to Intervention Programs (Raz Kids, Awards Reading, GoMath Technology Supports)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ReadyGen Pre/Post Assessments – before and after each ReadyGen Unit – 75% of students in all grades will advance
2. Fall 2013 – N.Y.C. ELA Performance Task – 75% of students in all grades will advance
Winter 2014 – ReadyGen Performance Task
Spring 2014 – N.Y.C. ELA Performance Test – 75% of students in all grades will advance
3. Monthly at PLC Team Meetings using Danielson Framework for Effective Practices embedded into Unit Curriculum Planning – Observations at least 4x per teacher
4. ELA NYState Testing Scores for students
– Comparisons from 2013-2014 NYState Assessment Results – 5% increase to levels 3 / 4 from prior year

D. Timeline for implementation and completion including start and end dates

1. 10/2013 – 6/2014 – One Common Prep a Week/During PLC Wednesdays (2x a month from 2:35 pm – 3:25 pm)
2. 10/2013 – 6/2014 – During Looking at Student Work Inquiry Team time (2x a month from 2:35 pm – 3:25 pm)
3. 10/2013 – 6/2014 – During intervisitation opportunities/Common Planning time (1x a week)
4. 10/2013 – 6/2014 – Common Core Focus during Common Planning time (1x a week)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ready Gen Literacy Professional Development (2x a year) (Consultant Fee - 1/2 day \$1,750.00) /Raz Kids Staff Development for all teachers 2x a year (No cost).
2. Assignment of 2 teacher members designated as teacher specialists to attend 4 all day ReadyGen Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers within that month of training - \$12,527.00 (Total year cost)
3. – Collegial Walkthroughs by all teachers 1x a year with the purpose of seeing precision practices in Danielson Framework components that will support Literacy best practices – No Cost

- Extended Day Programming, AIS intervention specialist (\$29,149.00) and Afterschool Programs (2nd – 5th grades) (Afterschool Budget \$17,883.00)
 - At least 4 Faculty Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in literacy – No Cost
 - CFN Achievement Coach Support for all teachers (including content specialists of Science and Social Studies). CFN Talent Coach Support for all teachers (including content specialists of Science and Social Studies).
4. – Throughout the year, opportunities for professional development are offered to teachers particularly focusing on curriculum areas especially for English Language Learners
- Supplemental materials for all classes with ELL students (ex. Dual language libraries, Estrillita, etc., Math/Spanish supports)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2013-2014.
- Informational workshops for parents specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents; CookShop for Families Workshops.
- Parent Coordinator and PTA newsletters; School Messenger system

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.									
Translation services									

Goal and Action Plan #2

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

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

By June 2014, there will be a 5% increase in the percentage of ELL students in grades 3-5 who will perform at levels 3 and 4 on 2014 NYS ELA assessment.

Comprehensive Needs Assessment

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

While 25% of English Proficient Grade 3-5 students scored at level 3/4, only 2.6% of Grade 3-5 ELL students performed at level 3/4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Determination of instructional focus will be fashioned in literacy and math targeting specific teacher practices for ELL students and activities to be included within a 6-8 week period of instruction after data from common pre assessment is graded for each performance task.
2. Using protocols, collaborative conversations and pre assessment teams, teachers will review grade data from ELL student tasks in literacy and math during 3 benchmark intervals per subject. The grade colleagues will include these ideas into the task instruction, before the post assessment.
3. Teachers will make evidence-based adjustments to their units, lessons, and teaching practices for ELLs forged by working collaboratively, using intervisitations, critical friends, and looking at their strengths/weaknesses through a diagnostic lens and selecting appropriate interventions for all students of ELLs.

4. Teachers of ELLs will utilize new common core aligned curriculum as an instructional resource.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers on the grade and ELL support providers – ReadyGen Literacy Curriculum/Raz Kids Literacy Technology/Awards Reading Technology
2. All Grade Colleagues – PS 19 Literacy Performance Task Skill Class Form/PS 19 Literacy Task Summary Sheet
3. All Grade Colleagues – Common Core Standards and ELA Shifts embedded in instructional plans
4. All teachers and ELL providers using Response to Intervention Programs (Raz Kids, Awards Reading, GoMath Technology Supports)
5. Extended Day Programming, AIS intervention specialist and Afterschool ELA Programs (2nd – 5th grades)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ReadyGen Pre/Post Assessments – before and after each ReadyGen Unit – 75% of students in all grades will advance
2. Fall 2013 – N.Y.C. ELA Performance Task – 75% of students in all grades will advance
Winter 2014 – ReadyGen Performance Task
Spring 2014 – N.Y.C. ELA Performance Test – 75% of students in all grades will advance
3. Monthly at PLC Team Meetings using Danielson Framework for Effective Practices embedded into Unit Curriculum Planning for ELLs – Observations at least 4x per teacher
4. ELA and Math NYState Testing Scores for ELL students
– Comparisons from 2013-2014 NYState Assessment Results – 5% increase to levels 3 /4 from prior year
-- NYSLAT Comparisons

D. Timeline for implementation and completion including start and end dates

1. 10/2013 – 6/2014 – One Common Prep a Week/During PLC Wednesdays (2x a month from 2:35 pm – 3:25 pm)
2. 10/2013 – 6/2014 – During Looking at Student Work Inquiry Team time (2x a month from 2:35 pm – 3:25 pm)
3. 10/2013 – 6/2014 – During intervisitation opportunities/Common Planning time (1x a week)
4. 10/2013 – 6/2014 – Common Core Focus during Common Planning time (1x a week)
5. 10/2013-6/2014 -- Extended Day Programming (2 days a week), AIS intervention specialist and Afterschool ELA Programs (1x a week) (2nd – 5th grades)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ready Gen Literacy Professional Development (2x a year) focusing on ELL components – (Consultant Fee - 1/2 day \$1,750.00) /RazKids Staff Development for all teachers 2x a year (No cost).
2. Assignment of 2 teacher members designated as teacher specialists to attend 4 all day ReadyGen Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers within that month of training (\$12,527.00 total year cost).
3. – Collegial Walkthroughs by all teachers 1x a year with the purpose of seeing precision practices in Danielson Framework components that will support Literacy best practices – No Cost
-- Extended Day Programming, AIS intervention specialist (\$29,149.00) and Afterschool ELA Programs (2nd – 5th grades) (Afterschool Budget \$17,883.00)
-- At least 4 Faculty Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in literacy of ELLs – No Cost
-- CFN Achievement Coach Support for all teachers (including content specialists of Science and Social Studies). CFN Talent Coach Support for all teachers (including content specialists of Science and Social Studies).
4. – Throughout the year, opportunities for professional development are offered to teachers particularly focusing on curriculum areas especially for English Language Learners
- Supplemental materials for all classes with ELL students (ex. Dual language libraries, Estrillita, etc., Math/Spanish supports)
- ELL Service Providers to provide ELL services to students of ELLs

Strategies to Increase Parent Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.

- Parent curriculum teas; PS 19 Goals for 2013-2014.
- Informational workshops for parents specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents; CookShop for Families Workshops.
- Parent Coordinator and PTA newsletters; School Messenger system.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Translations Services

Goal and Action Plan #3

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

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

By June 2014, there will be a 5% increase in the percentage of SWD students in grades 3-5 who will perform at levels 3 and 4 on 2014 NYS ELA assessment.

Comprehensive Needs Assessment

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

While 27.7% of English Proficient Grade 3-5 students scored at level 3 /4, only 6.7% of Grade 3-5 SWD students performed at level 3 /4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

1. Determination of instructional focus will be fashioned in literacy and math targeting specific teacher practices for SWD students and activities to be included within a 6-8 week period of instruction after data from common pre assessment is graded for each performance task.
2. Using protocols, collaborative conversations and pre assessment teams, teachers will review grade data from SWD student tasks in literacy and math during 3 benchmark intervals per subject. The grade colleagues will include these ideas into the task instruction, before the post assessment.
3. Teachers will make evidence-based adjustments to their units, lessons, and teaching practices for SWDs forged by working collaboratively, using intervisitions, critical friends, and looking at their strengths/weaknesses through a diagnostic lens and selecting appropriate interventions for all students of SWDs.
4. Teachers of SWDs will utilize new common core aligned curriculum as an instructional resource.

5. Key personnel and other resources used to implement each strategy/activity

1. All teachers on the grade and SWD support providers – ReadyGen Literacy Curriculum/Raz Kids Literacy Technology/Awards Reading Technology
2. All Grade Colleagues – PS 19 Literacy Performance Task Skill Class Form/PS 19 Literacy Task Summary Sheet
3. All Grade Colleagues – Common Core Standards and ELA Shifts embedded in instructional plans
4. All teachers and SWD providers using Response to Intervention Programs (Raz Kids, Awards Reading, GoMath Technology Supports)
5. Extended Day Programming, AIS intervention specialist and Afterschool ELA Programs (2nd – 5th grades)

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ReadyGen Pre/Post Assessments – before and after each ReadyGen Unit
2. Fall 2013 – N.Y.C. ELA Performance Task
Winter 2014 – ReadyGen Performance Task
Spring 2014 – N.Y.C. ELA Performance Test
3. Monthly at PLC Team Meetings using Danielson Framework for Effective Practices embedded into Unit Curriculum Planning for SWDs.
4. ELA and Math NYState Testing Scores for SWD students
– Comparisons from 2013-2014 NYState Assessment Results for SWD students

7. Timeline for implementation and completion including start and end dates

1. 10/2013 – 6/2014 – One Common Prep a Week/During PLC Wednesdays (2x a month from 2:35 pm – 3:25 pm)
2. 10/2013 – 6/2014 – During Looking at Student Work Inquiry Team time (2x a month from 2:35 pm – 3:25 pm)

3. 10/2013 – 6/2014 – During intervisitation opportunities/Common Planning time (1x a week)
4. 10/2013 – 6/2014 – Common Core Focus during Common Planning time (1x a week)
5. 10/2013 – 6/2014 - Extended Day Programming (2x a week), AIS intervention specialist and Afterschool ELA Programs (1x a week) (2nd – 5th grades)

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ready Gen Literacy Professional Development (2x a year) focusing on SWD components (Consultant Fee - 1/2 day \$1,750.00) /RazKids Staff Development for all teachers 2x a year.(No cost)
2. Assignment of 2 teacher members designated as teacher specialists to attend 4 all day ReadyGen Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers within that month of training.
3. – Collegial Walkthroughs by all teachers 1x a year with the purpose of seeing precision practices in Danielson Framework components that will support Literacy best practices
 - Extended Day Programming, AIS intervention specialist (Salary \$29,149.00) and Afterschool ELA Programs (2nd – 5th grades) (Afterschool Budget \$17,883.00)
 - At least 4 Faculty Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in literacy of SWDs.
 - CFN Achievement Coach Support for all teachers (including content specialists of Science and Social Studies). CFN Talent Coach Support for all teachers (including content specialists of Science and Social Studies)
4. – Throughout the year, opportunities for professional development are offered to teachers particularly focusing on curriculum areas especially for English Language Learners
 - Supplemental materials for all classes with SWD students
 - SWD Service Providers to provide SWD services to students of SWDs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2013-2014.
- Informational workshops for parents specifically in ELA grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents; CookShop for Families Workshops.
- Parent Coordinator and PTA newsletters; School Messenger system.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Translation Services

Goal and Action Plan #4

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

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

There will be 5% increase in percentage of students in grades 3-5 who will perform at levels 3 and 4 on 2014 NYS Math Assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

The 2012-2013 State test scores indicated that our 4th grade students, our current 5th grade students, had only 44.8% of students meet standard expectation. This resulted in our math scores dropping, overall schoolwide, by 31.9 points. Third grade students, current 4th grade students, had only 34.4% of students meet grade level standards as measured by NYS math assessment

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

1. Determination of instructional focus will be fashioned in math targeting specific teacher practices and activities to be included within a 6-8 week period of instruction after data from common pre assessment is graded for each performance task.
2. Using protocols, collaborative conversations and pre assessment teams, teachers will review grade data from student tasks in math during 3 benchmark intervals per subject. The grade colleagues will include these ideas into the task instruction, before the post assessment.
3. Teachers will make evidence-based adjustments to their units, lessons, and teaching practices forged by working collaboratively, using intervisitations, critical friends, and looking at their strengths/weaknesses through a diagnostic lens and selecting appropriate interventions for all students.
4. Teachers will utilize new common core aligned curriculum as an instructional resource

5. Key personnel and other resources used to implement each strategy/activity

1. All teachers on the grade – GoMath, Calendar Math
2. All Grade Colleagues – PS 19 math Performance Task Skill Class Form/PS 19 Math Task Summary Sheet
3. All Grade Colleagues – Common Core Standards and Math Shifts embedded in instructional plans
4. All teachers using Response to Intervention Programs (GoMath Technology Supports)

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Pre/Post Assessments – before and after each GoMath
2. Fall 2013 – GoMath Performance Task (1st)
Winter 2014 – GoMath Performance Task (2nd)
Spring 2014 – GoMath Performance Task (3rd)
3. Monthly at PLC Team Meetings using Danielson Framework for Effective Practices embedded into Unit Curriculum Planning.
4. Math NYState Testing Scores for students
– Comparisons from 2013-2014 NYState Assessment Results

7. Timeline for implementation and completion including start and end dates

1. 10/2013 – 6/2014 – One Common Prep a Week/During PLC Wednesdays (2x a month from 2:35 pm – 3:25 pm)
2. 10/2013 – 6/2014 – During Looking at Student Work Inquiry Team time (2x a month from 2:35 pm – 3:25 pm)
3. 10/2013 – 6/2014 – During intervisitation opportunities/Common Planning time (1x a week)
4. 10/2013 – 6/2014 – Common Core Focus during Common Planning time (1x a week)

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. GoMath Professional Development (2x a year) (Consultant Fee - 1/2 day \$1,750.00)
2. Assignment of 2 teacher members designated as teacher specialists to attend 4 all day GoMath Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers within that month of training.
3. – Collegial Walkthroughs by all teachers 1x a year with the purpose of seeing precision practices in Danielson Framework components that will support Math best practices
-- Extended Day Programming, AIS intervention specialist (\$29,149.00) and Afterschool Programs (2nd – 5th grades) (Afterschool Budget \$17,883.00)
-- At least 4 Faculty Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in literacy.
-- CFN Achievement Coach Support for all teachers. CFN Talent Coach Support for all teachers.
4. – Throughout the year, opportunities for professional development are offered to teachers particularly focusing on Common Core curriculum areas

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; extended day goals for students (3x a year); ARIS parent website.
- Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings
- PS 19 website on eChalk updating information on homework; tips and upcoming events.
- Parent curriculum teas; PS 19 Goals for 2013-2014.
- Informational workshops for parents specifically in ELA/Math grade expectations.
- Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.
- ESL and Native Language Classes for Parents; CookShop for Families Workshops.
- Parent Coordinator and PTA newsletters; School Messenger system

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

AARA RTTT Citywide Ins. Exp. AARA RTTT Data Specialist

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

5. Strategies/activities that encompass the needs of identified subgroups

1.

6. Key personnel and other resources used to implement each strategy/activity

1.

7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

8. Timeline for implementation and completion including start and end dates

1.

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
ELA	Foundation, Wilson, ELA RazKids, Math – GoMath Think Central; Core Academy 2-5 Afterschool, LEAP Afterschool K-1, Title III Saturday Program, Award Reading, Reading Volunteers, Wagner College Partnership	Small Group (one-to-one); tutoring (Core Academy Afterschool 2-5, LEAP Afterschool K-1, Title III Saturday Program)	During Literacy block and Extended Day
Mathematics	Open-ended math responses – Math Congress	Small Group (one-to-one); tutoring (Core Academy Afterschool 2-5, LEAP Afterschool K-1, Title III Saturday Program)	During Math block and Extended Day
Science	Harcourt	Small Group (one-to-one); tutoring (Core Academy Afterschool 2-5, LEAP Afterschool K-1, Title III Saturday Program)	During Science block and Extended Day
Social Studies	Harcourt	Small Group (one-to-one); tutoring (Core Academy Afterschool 2-5, LEAP Afterschool K-1, Title III Saturday Program)	During Social Studies and Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance	Small Group (one-to-one); tutoring (Core Academy Afterschool 2-5, LEAP Afterschool K-1, Title III Saturday Program)	Short Term as needed

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,</p> <ul style="list-style-type: none"> • Professional Development during faculty conferences (1x a month) • Grade conference (1x a month) • Unit Planning Grade Level Meetings - Classroom Teachers (2x a month) • ReadyGen, GoMath and CFN 604 PD opportunities: ongoing throughout the year. • Peer Intervisitations • Feedback through walkthroughs and observations • Annual survey for professional development opportunities. • Assigned mentors for newly hired teachers • Recruitment from NYCDOE Human Resources and CFN Leader. A selection committee will interview candidates and selected best match to our schools' needs. • Collaborate with Wagner College and CSI Education Department to have student teachers and to identify promising teacher candidates.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>For the 2013-2014 school year, we have embedded professional development in many ways:</p> <ul style="list-style-type: none"> • For ReadyGen and GoMath we have teacher teams who attend PD through the year and turnkey to staff during PD period 2x a month or during faculty conferences. • For Danielson Framework, teachers have attended a 6 hour training provided by CFN staff and have ongoing PD throughout the year: Kick Off in September 2013, during faculty conferences and in planning meeting with administration. CFN staff also support teachers in this initiative during the school year. • Leader in Me: During the school year all staff is being trained in this initiative. This training is being presented by the Leader in Me (Franklin Covey Foundation) • There is a professional development period built in the schedule. All teachers and staff meet in Professional Learning Communities to analyze data, study student work and plan aligned to CCSS and new curriculum. Teachers receive in-house PD once a month in grade level meetings. • Throughout the year, opportunities for professional development are offered to teachers particularly focusing on all curriculum areas especially Early Childhood, Special Education, English Language Learners and the Arts. Our teachers and staff have attended anti-bullying, crisis intervention and service learning workshops as they are offered by CFN and the DOE.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding for Students in Temporary Housing is set aside and is used to provide clothing and supplies for school such as book bags, uniforms, basic supplies. For community based needs of our families, our parent coordinator will support families in housing, counseling, prevention, nutrition needs through outside programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS19R has established two full day PreK programs housed in the main school building. It is our goal to provide a program that meets young children's needs for health, safety, and guidance for social-emotional development as well as providing opportunities for developmentally appropriate learning.

Our PreK teachers and paras support transition to kindergarten by meeting with families in early spring. The teachers tour the building with the students in May of the school year to familiarize our young students with specific meeting areas, such as the auditorium, the cafeteria, the entrance and lobby. Also in June, the cluster teachers who provided instruction in the PreK classroom throughout the year escort the students to the cluster room such as Art, Award Reading/Technology, Science, Social Studies and Physical Education. This is an important aspect in the PreK student's ability to adjust to transitioning from one location to another and the familiarity of the cluster teacher supports this adjustment.

In the Spring (April/May) parents are invited to attend an informational session "Preparing My Child for Kindergarten". During this workshop, parents are given information and materials aligned to the Common Core State Standards for kindergarten in letter/sound recognition, word work, reading, writing, math and the content areas. Our bilingual parent coordinator offers a schedule of parent workshops, not only throughout the year for all parents, but also PTA meetings. The PreK family worker and the teacher also schedule activities for PreK parents held within the classroom setting throughout the year. In September of each school year, a "Welcome Tea" is presented to parents hosted by the principal, parent coordinator and PreK/K teachers informing parents about school policies, activities and procedures.

Professional development is ongoing and PreK teachers attend workshops through the school year on student non-attendance dates (i.e. Work Sampling System, Quality STARS) as well as any schoolwide professional development pertaining to the DOE, our network and PS 19's initiative.

Official records are kept in the office where the teacher for the upcoming school year reviews and consults the PreK teacher, if needed. The PreK teacher also informs the School Assessment Team if a child has an IEP, which is followed up by administration to ensure every child is getting services he/she needs.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

PS 19R has established an Instructional Team which includes 3 administrators and one teacher from every grade, kindergarten through 5th grade. The purpose of this team is to discuss and implement the 2013/14 Citywide Instructional Expectations. In this regard, the team will implement, model and turnkey to their grade colleagues the following:

- Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan assessments that check and deepen students' understanding of challenging instructional tasks.
- The Instructional Team members will decide on the collection data to be analyzed throughout the year and record within a specific timeframe.
- The team will analyze and look for trends in the assessments which include the following; ELA (Pre/Post MOSL tasks; one ReadyGen performance task and Math – Beginning mid and end of year assessments from GoMath.
- Teacher teams will review grade from student task in literacy and math during 3 benchmark intervals. After review, contributions to classroom instruction will be generated by grade colleagues. Teachers will incorporate these ideas into the task instruction before the post assessment.

In order to administer these assessments based on instruction, professional development for both ReadyGen and GoMath began in the summer (2013) and will continue through the year. This curriculum is aligned to the Common Core State Standards. Members of the Instructional Team will also receive Network support by attending workshops scheduled for ELA and Math throughout the schoolyear. These team members will turnkey to their grade partners and results will be discussed at Instructional Team meetings.

After each specific assessment is administered, the Instructional Team members meet with their grade partners twice a month to review student work, adjust instruction based on student evidence and plan instruction according to students' needs based on the aforementioned assessment data.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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:

- Parent/Teacher Resource Center
 1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- ARIS Parent Link/Training/1 on 1 meetings
 1. 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;
 2. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- PTA meetings/EChalk
 1. providing assistance to parents in understanding City, State and Federal standards and assessments;
- Parent Coordinator Newsletter (English/Spanish), PTA meetings/Newsletter, Roaring News
 1. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Via EChalk and School Messenger
 1. 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:

- Title I Workshop 10/17/11
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;
- SLT/PTA Meetings
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;
- PTA Meetings/Workshop/PTA Title 1 Rep
ensure that 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;
- PC access (Parent Teacher Resource Center)
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;
- Common Core Standards Workshops/Grade Level Tasks Work
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.;
- Curriculum Teas
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;
- PTA Meeting/Newsletters
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;
- PTA meeting Title I Rep
host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- PTA Meetings (Alternate Evening/Morning)
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;
- Parent Coordinator during PTA Workshop meetings
translate all critical school documents and provide interpretation during meetings and events as needed;
- Common Core Standards and Grade Level Tasks Workshops
conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. **Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. **Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 019
School Name The Curtis School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mary Petrone	Assistant Principal Elizabeth Geli
Coach	Coach
ESL Teacher Dina Tornabene	Guidance Counselor
Teacher/Subject Area Cindy Cascante (1st grade)	Parent
Teacher/Subject Area	Parent Coordinator Miguel Felix
Related Service Provider	Other Mildred Rios, ESL Teacher
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	5
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	630	Total number of ELLs	98	ELLs as share of total student population (%)	15.56%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1										4
Freestanding ESL														
Push-In	2	2	1	2	2	2								11
SELECT ONE														0
Total	3	3	2	3	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	23			8						31
ESL	47		10	19		9	1		1	66
Total	70	0	10	27	0	9	0	0	1	97

Number of ELLs who have an alternate placement paraprofessional: 3

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
Spanish	8	17	8	22	7	21	8	19											31	79
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	8	17	8	22	7	21	8	19	0	0	0	0	0	0	0	0	0	0	31	79

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 17 Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 7 Asian: 2 Hispanic/Latino: 34
 Native American: White (Non-Hispanic/Latino): 40 Other: 2

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	11	17	17	5	7	5								62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1			2	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	12	18	17	5	9	6	0	0	0	0	0	0	0	67

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2	6	0	0	0	1								9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	14	14	2	6	2								40
Advanced (A)	14	4	10	16	3	2								49
Total	18	24	24	18	9	5	0	0	0	0	0	0	0	98

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	3		8
4	1	1			2
5	12	9			21
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	3	1						6
4	2	2							4
5	14	7							21
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3		2		6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

1. PS 19R uses TCRWP to assess early literacy skills of all students, including our ELLs. This assessment tool allows us to track our students from year to year. Starting in kindergarten with print readiness; alphabet sound /recognition; sight words and running records for reading levels we are able to get a picture of the “whole child”. The TCRWP is administered minimally five times a year and frequently more often for our ELLs to ensure the student is progressing. When a student appears to be stagnant or not advancing, the teacher, along with the ESL provider presents artifacts (running records, writing) to colleagues during a grade meeting and discussion evolves describing different techniques and strategies that may support the ELL student’s progress. The teacher then implements some of these suggestions and reports the outcomes of the implementation to the team after a one or two week intervention plan.

After analyzing the data regarding our ELLs, classroom teachers of ELLs realized these students need more visual and tactile experiences as well as focusing on background information and vocabulary to support their comprehension skills. This data helps our school to plan instruction for our ELLs using the RTI model as a basic framework. As a Tier 1 RTI plan, teachers of ELLs need to be aware of students’ first and second languages and how to teach according to students’ proficiency levels. Also, teachers need to consider students’ cultural experiences when planning instruction and tap into the child’s diversity. As a Tier 2 RTI plan, if the ELL student is still struggling and experiencing difficulty acquiring specific skills known to be critical for later reading development, necessitating additional support on top of what they already receive in the classroom, the teachers develop a supplemental instructional plan with individualized, or small group support. As our TCRWP data suggests in the early grades a majority of our ELLs succeed, although at a slower rate than their peers. It is usually evident in grades 2 through 4 that comprehension skills become a larger factor in the child’s progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. The NYSESLAT (2012/2013) data and LAB –R show the following results:

Kindergarten –	Beginners (3)	Intermediate (14)	Advanced (5)		
First grade	Beginners (0)	Intermediate (13)	Advanced (5)		
Second grade	Beginners (0)	Intermediate (2)	Advanced (15)	Proficient (1)	
Third grade	Beginners (0)	Intermediate (6)	Advanced (3)	Proficient (1)	
Fourth grade	Beginners (1)	Intermediate (3)	Advanced (2)	Proficient (4)	
Fifth grade	Beginners (1)	Intermediate (1)	Advanced (14)	Proficient (3)	

This data is evidence that our English language learners are making progress in English proficiency. In prior years majority of our ELLs reached proficiency in 5th grade. Newcomers account for the beginners in 4th and 5th grades. The large number of intermediate in 5th grade is comprised of 11 students with disabilities. The pattern reveals that even our kindergarten students are making progress as well as our first and second graders.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. Data not available at this time due to RNMR as of September 16, 2013

4. For each program, answer the following:

- 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?

4. Since information pertaining to the NYSESLAT modalities is not available at this time (RNMR), PS 19 is basing instructional decisions on prior year trends. Based on prior NYSESLAT results, students made progress in the reading and writing modalities, but

needed more support in the listening and speaking areas which was a turnaround from prior years. Instruction will continue to focus on the reading and writing, but listening and speaking will also be addressed and targeted for ELLs throughout all the grades. Presently, our ELLs that are taking NYS assessments are still falling behind their English speaking peers. This is evident in the results of our recent 2013 NYS ELA and Math tests. However, it should be noted these tests are currently being aligned to the Common Core State Standards and are given over an extended time and more days. The results of these tests indicated majority of our students were not as successful as in previous years. We did not have a dual language testing grade as of 2012/2013, but we do have a dual language 3rd grade for 2013/2014 and we will analyze the results of these students and the students that receive ESL support. Also, this school year, our dual language students will be taking the ELE state test for the first time. We have not administered the ELL Periodic Assessments in the past due to the fact that we are administering Benchmark assessments twice a year and Baseline assessments throughout the year. Our teachers of ELLs and administrators analyze these assessments and make decisions for our ELLs based on their needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

5. PS 19 uses a multitude of formative and summative data to guide instruction for ELLs within the RTI framework. Some of the data that is used to assess the student includes: TCRWP running records; NYC Performance Assessment Tests; ReadyGen performance tasks (pre – middle-post); unit tests in Science and Social Studies; Baseline and benchmark assessments; NYSESLAT and LAB-R; NYS ELA and Math tests; 4th grade NYS Science tests; students IEP's; attendance; lateness; and teacher's observations. Our first implementation of support consists of Tier I instruction in the classroom with the teacher who adjusts lessons implemented during the day and delivers supplemental lessons in small strategy grouping to the ELLs based on the specific skills needed. The teacher develops different key domains of literacy to support competencies in reading, writing, listening and speaking. Additionally, the teacher presents instruction that makes direct connections to the ELLs' values and culture. Our ELLs who still struggle after receiving Tier 1 interventions targeting specific skills and competencies may still need more support. As we proceed to Tier 2 intervention, our ESL team reviews the evidence based data and the instruction delivered in the classroom. During the meeting a systematic process for examining the ELL student includes their cultural background, language proficiency in their native language and second language and the results of any of the aforementioned data is reviewed and a plan is created for the ELL student based on the diverse needs of the student. When an ELL student is going to be evaluated for special education services (Tier 3), the decision is made during a thorough analysis of the student's abilities after the above mentioned interventions have been implemented. We are mindful and try to distinguish between a learning disability and language acquisition. We have bilingual psychologists and ESL teachers on our team to assist in this distinction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. PS 19 has a diverse population, more than 70% of students are of Hispanic heritage and we are presently seeing a population of Middle Eastern students increase. Our parent coordinator is bilingual (Spanish) and one of our ESL teachers speaks Spanish, Italian and French, while our second ESL teacher speaks Spanish. Many of our teachers and staff are bilingual (Spanish & Arabic speaking). All communication that is sent home to parents is sent home in the native language as determined by the Home Language Survey. All telephone communications are delivered in Spanish and English. Each classroom has a multicultural library and books in the students' native language are available as are "Word to Word" dictionaries. As an ELL student, the classroom teacher takes into consideration the cultural background of the child and incorporates the students' ethnicity into planning and lessons when appropriate. Our Title III Saturday program for ELLs, consists of reading literature in English and Spanish and when available a parent speaking another language is invited to share a story and tradition from their country. PS 19 has a website: www.PS19R.org which lists all activities and homework assignments for students and parents. This website can be translated in many languages.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

PS 19 currently has four dual language classes: Kindergarten, first, second and third grades. Each year the next consecutive grade is formed anticipating in 2014/2015 adding a fourth grade and in 2015/2016 adding a fifth grade.

a.) Our English proficient students are assessed in the second language as follows:

- Kindergarten – 2nd grade – teachers use EL Sol
- Kindergarten – 2nd grade (and for some 3rd graders) – Estrellita
- Kindergarten – 3rd grade – running records (reading levels) for Spanish texts.

b.) The level of language proficiency in the target language (Spanish) is lower for English proficient students than the students who speak Spanish. However, some of the English proficient students do have parents that speak Spanish and receive support from them.

Workshops are presented to English speaking parents advising how to help their child in the target language. It should also be noted students will not be proficient in the second language for minimally five years.

c.) Currently our English proficient students in dual language have not taken any NYS tests. This school year will be the first opportunity for our dual language (3rd graders) to be assessed and we will be looking closely at the results. PS 19 currently has four dual language classes: Kindergarten, first, second and third grades. Each year the next consecutive grade is formed anticipating in 2014/2015 adding a fourth grade and in 2015/2016 adding a fifth grade.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

It is our mission that all students have opportunities to reach their personal best, become responsible, productive citizens and embrace lifelong learning in a risk free environment. It is known in our community that we provide a rigorous academic instructional curriculum to all our students and we adhere to and extend all opportunities to our ELLs and their parents. Over the last two years, we have seen improvement with our ELLs testing results in NYSESLAT and we attribute this to constantly rethinking and restructuring our plans for student achievement. For example, our Title III Saturday program, *Aprendiendo Lado a Lado*, in which parents learn side by side with their child in literacy in English and the native language (Spanish); technology and the arts has flourished over the last four years. We have been able to meet our AYP compliance for our ELLs over the past few years with success. As of our 2012/2013 Progress Report, we are a school in good standing and have met our AYP.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The Home Identification Language Surveys are administered by trained pedagogues; our two ESL teachers who speak Spanish, Italian and French. The ESL teachers conduct the informal oral interview in the parents' home language (Spanish, French and Italian). If a parent speaks another language such as Urdu, Haitian Creole, or others, an interpreter is requested to support the pedagogue during the interview process. Presently we have a Para professional who speaks Arabic on staff who is available for interpretation. The ESL teacher will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions and if one of the questions numbering from 1 through 4 is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken" in questions 5 through 8, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teacher administers the Language Allocation Battery –Revised test to that student within ten days of enrollment. If the student scores at a Beginner, Intermediate or Advanced level, the student is an ELL. If the student scores at a proficient level, the student is not an ELL. However, it is noted what language the parents speak at home and all school notices are sent home in the native language of the parent as requested. The Spanish LAB-R is administered to Spanish speaking students. Once the LAB-R is administered, program placement is selected by the parents after viewing the Parent Orientation video in the native language. The parent then makes a choice as to the program they want their child in at PS 19. Students that score below proficiency will be eligible for state mandated services and will take the NY State English as a Second Language Assessment Test (NYSESLAT), which is administered to all ELL students (K-5) as an annual assessment in the spring. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing.
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.
 2. Upon registration, our certified bilingual ESL teachers greet the parent and child and conduct an interview to assess the home language of the parent and the cognitive language of the child. Once LAB-R is administered, parents are invited to a mandatory meeting scheduled on the ninth day of school. The parent attends an orientation meeting where a video in various languages is

viewed explaining the options NYC schools offer to parents of ELLs. Parents are advised of the choices they can select for their child's educational program. They may choose to have their child placed in one of three programs: Transitional Bilingual; Dual Language, Free standing ESL program. ESL bilingual teachers are present at the meeting to answer any questions and concerns. After viewing the video, each program is further explained in English and Spanish. It is explained we presently offer two programs: dual language from Kindergarten through third and ESL push in for all grades kindergarten through fifth grades. Presently we do not have a Transitional bilingual class, but will form one if there are fifteen or more students in two contiguous grades. This Parent Orientation is delivered on the ninth day of school and it is delivered for a second time the following week for new registrants and parents who did not attend the first meeting. Invitation letters are sent out to all meetings twice and a follow up telephone communication notice is sent to all parents regarding the meeting. If after two meetings, a parent still does not respond, our bilingual parent coordinator calls the parent up for a one to one meeting on a specific date and time. This meeting is conducted with one ESL teacher, the parent and the parent coordinator at which time the video is once again shown. The three options are explained and the parent makes the program choice. Throughout the school year, if new registrants are admitted and based on the HILS, the ESL teacher interviews the parent and the child and determines if the child will be administered the LAB-R. If the child is an ELL, the parent will be invited to view the video within five days and make program determination for their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 3. During the first two weeks of school, the bilingual ESL teachers distribute entitlement and continuation letters and collect any Parent Survey and Program Selection forms that weren't returned during the parent orientation meetings. Copies of the entitlement and continuation letters are kept in the student's cumulative record in the office and a copy is kept in a student file in the ESL room. The ESL teachers use the LAB-R hand scored sheet and RLER (List of Eligibility Report) from ATS to verify the ELLs. The ESL teachers go to each classroom and distribute entitlement letters to students addressed to the parent and a copy is kept in the student's file in the ESL room. The ESL teachers collect the Parent Survey and Program Selection forms and file them in the secured file cabinet in the ESL office. The ESL teachers send home a letter to invite parents to come to the Parent Orientation and a telephone message to all parents of ELLs is sent out in Spanish and English. The ESL teachers take attendance and check off the names of parents who attended and distribute a second mandatory invitation with 20 days. The LAB-R eligibility report from ATS is used to check off which students did or did not receive the selection forms during the orientation. If a form is not returned, the default is Transitional Bilingual Education. Every effort is made to contact the parent before October 1st each year. Our bilingual parent coordinator arranges a specific date and time for any parent that has not attended any of the offered meetings.
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.
 4. When a student is enrolled and they are identified as an ELL after being administered the LAB-R, and the parent watches the orientation video in their native language and chooses the program for their child the following steps are taken: the assistant principal and ESL teachers who are bilingual place the student in either the dual program (K-3rd), or in a monolingual classroom with ESL push-in support services. Presently we do not offer TBE, but once again PS 19 is committed to providing a Transitional Bilingual program if 15 or more parents request this option, or if parents have not completed the program selection form, and then TBE would be the default option. During this orientation session, questions and concerns are addressed by the ESL teachers.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing. To ensure that all mandated ELLs are administered the NYSESLAT annually, the two certified bilingual ESL teachers and the assistant principal review class lists of all mandated ELLs, refer to RLER, BASIS, RLAB and new admissions list regularly to determine who is eligible for the NYSESLAT. Our classroom teachers of ELLs receive professional development from the two certified bilingual ESL teachers on the components of the NYSESLAT, including how to administer them and support their students in all four modalities. The professional development is delivered throughout the year to our classroom teachers of ELLs on a monthly basis. Our Two ESL teachers administer the speaking modality to all students with another teacher scoring the responses. The two ESL teachers administer all components of the NYSESLAT to the kindergarten students. The classroom teachers of ELLs administer the listening, reading and writing components of the NYSESLAT to their students. These tests are scheduled on a specific date and time within the administration window. If any ELL student is absent for any modality, the ESL teachers proctor the students on a designated "make-up" date. Throughout the year, the ESL teachers provide small group instruction to the ELLs as well as the

classroom teachers for all the components. Students are grouped according to the proficiency in each modality in the classroom and lessons are implemented to address the needs of these students based on all four modalities and all instruction is aligned to the Common Core State Standards which includes speaking, listening, reading and writing skills.

6. 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.) 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. [i](#)
6. The program models offered at our school are aligned with parent's request. Children are placed in either a dual language program or a monolingual program with ESL push in support depending on parental choice. If the parent checks off and requests a dual language program from K-3, the child is placed in the dual language program and the same is done for parents who request only ESL support. If the parent prefers a transitional bilingual program, or a program that has another language (Arabic, Urdu, Russian, or Chinese bilingual component), they are advised that the program may exist in another school. If 15 or more parents request the Transitional Bilingual Education program and they are two consecutive grades, we inform them we will create a bridge TBE class, as we have many ELLs in consecutive grades. In 2010, we opened our first dual language program giving parents another option for their child. However, many of the parents of ELLs still wanted their child to receive monolingual English classes with ESL support. It has been the trend that parents of ELLs are still fearful that their children will not be proficient in English in a bilingual class, especially due to state testing. Presently, in 2013, we have kindergarten 8 ELLs registered in our dual language program as compared to 11 ELLs registered with ESL support. Parents are still reluctant to choose bilingual programs believing they can teach their children their native language at home. In 1st grade dual language, we have 9 ELLs, compared to 10 with ESL support. In 2nd grade we have 7 ELLs, compared to 15 ELLs with ESL support. Our new 3rd grade dual language class has 10 ELLs compared to 5 with ESL support. Overall, it has been the trend that parents of ELLs do not want bilingual (TBE) education. Many are just now beginning to entertain this idea as they see the students in the dual language classes progressing. Hopefully, the advantages of bilingual education will spread.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

PS 19 has two organizational models for English language learners: dual language (K-3) which uses a roller coaster model, 50/50 and the Push-in, co-teaching model in grades kindergarten through fifth grade for ESL support. We presently do not have a TBE program, due to parents' resistance to the program. We have two full time ESL teachers, one is assigned to early childhood (K-2nd grades) and the other is upper elementary (3rd-5th grades). Both teachers push into the designated grades of ELLs for the appropriate mandated minutes weekly (360 Beginner & Intermediate and 180 for Advanced & Proficient). All of our ELLs are in one class on each grade, except for special ed ELLs who are either in ICT or self contained classes. The classes of ELLs with ESL support consists of 40% or less English language learners (heterogeneous) in the classroom with heterogeneous English speaking students ranging from 60% or more. We have two special ed self-contained bridge classes: kindergarten/first grade and second/third grade. These classes have bilingual paras (IEP's) and also receive the mandated 360 minutes from the ESL teacher within both a push-in and pull-out model. The Dual language Program delivers instruction 50% of the time in English and 50% in Spanish. Kindergarten rotates instruction daily from AM to PM and alternates the two languages. First through third grades rotates instruction each day, one day in English, the next day in Spanish.

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)?

2. Our dual language teachers have created a monthly calendar reflective of the language to be taught each day, or half-day depending on grade. The dual language teachers incorporate English instruction for the mandated ELLs during Spanish reading/writing periods to meet the mandated minutes for the ELLs. In a dual language class, every other day, instruction is in English and the teacher implements ESL strategies for the ELLs for a specific number of periods (based on mandated requirements 360/180 minutes). The dual language teacher services all of the ELLs in the class in the content areas. The teachers differentiate instruction and have small ESL groups on each level according to the NYSESLAT and LAB-R proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, word work and math time blocks. The time block for literacy consists of 135 minutes daily. Mandated instructional minutes are met through providing explicit English as a second language instructional support through the content areas of social studies, science, reading, writing and math. In the dual language programs (K-3), native language arts is delivered in Spanish in the literacy block (135 minutes) on the Spanish day. Also, math is delivered in the native language (Spanish) for 75 minutes, on the Spanish day. Social Studies is delivered for one period (50 minutes) three times a week, alternating in English and the native language on the assigned day. Science is delivered for one period (50 minutes) twice a week, one day in English and the other day in the native language. Additionally, there is one English science period (50 minutes) once a week by a content teacher.

In the monolingual classes, the mandated instructional minutes are supported by the ESL push-in teacher. Each ESL teacher incorporates in their schedule the required mandates to service the ELLs based on their proficiency. We also include ELLs who have reached proficiency for two years. The school schedule consists of seven 50 minute periods a day. The ESL teachers service the amount of minutes for each language proficiency group as required. For example, a beginner/intermediate student is serviced by an ESL teacher for two consecutive periods three days (300 minutes) and one and a half periods (75 minutes) on the fourth day, totaling 375 minutes for a beginner/intermediate. An advanced group of students would be serviced by the ESL teacher for two 50 minutes periods twice a week, totaling 200 minutes, exceeding the mandated requirements. Native language arts is supported in the monolingual classes of ELLs through the ESL push in teacher. Classroom libraries, word to word glossaries and writing in the native language is complimented by the ESL teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are taught by the classroom teachers of ELLs with ESL support teachers pushing in for the mandated minutes, during the literacy block and also during math, science and social studies. All students receive an extra period of science and social studies once during the week from a cluster teacher. These teachers also receive support from the ESL push-in teacher,

depending on the proficiency level. These content teachers receive professional development from our ESL teachers and coordinator as well as attending workshops offered for ELLs in the content areas when available. The content teachers meet with the ESL teachers to discuss the proficiency of all ELLs they teach, and create small group work when applicable. The content area teachers give a glossary of word to word terms to students and also post words in both English and Spanish, and for low incidence languages a glossary in Science, Social Studies and Math is distributed for student and parent reference. ELLs, whose native language is Spanish, also receive a Science, Math and Social Studies text in Spanish to use alongside the English text. This also provides support for parents. Content teachers and classroom teachers all attend workshops pertaining to teaching the English language learner and one of the important strategies is to use visuals and pictorials for deeper comprehension. There is also a component in our Science, Math and Social Studies program, aligned to the Common Core Learning Standards that specifies differentiation for ELLs. Every teacher of ELLs uses this resource to modify lessons accordingly.

The dual language classroom teachers teach the content areas in the classroom in both Spanish and English (50/50). In Kindergarten and first grade, themes aligned to the Common Core Standards are taught during the Spanish day in Spanish and during the English day in English. All dual language students have texts books in math, social studies and science in Spanish and English. Dual language second and third graders alternate a unit/lesson, also aligned to the Common Core Learning Standards. For example, one unit or lesson (depending on length) is taught entirely in English, and the following unit or lesson is taught entirely in Spanish. The reason for this is to build comprehension and deepen knowledge of the content. However, when a science or social studies unit is taught in Spanish, the topic of that particular unit is enhanced through Read Aloud texts in English on the English day and when a unit is taught in English, the Read Aloud texts are read in Spanish focusing on the same topic, on the Spanish day. Grade meetings and professional development are scheduled with teachers, including content teachers, to plan, assess and evaluate units and lessons for all students, including specific strategies for ELLs. Lessons are enhanced by the use of manipulatives; drawings, writing, speaking and technology. English language learners benefit from the variety of methods and approaches teachers use to accentuate lessons.

The Science curriculum corresponds to the NYC scope and sequences and is embedded in the Common Core State Standards. PS 19 implements Harcourt Science from kindergarten through fifth grade. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort and organize objects, organisms, materials and simple systems. The program incorporates English language learner links to enhance each science lesson for the students. Teachers receive training, and materials from the network science coordinator.

The Social Studies curriculum also corresponds to the NYC scope and sequence and the Common Core State Standards embedded in the ELA, using the Harcourt program. Teachers attend professional development through the school district on the units taught for each grade. The methods used to deliver the curriculum include, but are not limited to, project based learning, investigative independent model, role playing, teacher and student modeling and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, class trips, problem solving and procedural skills are some of the learning strategies incorporated for social studies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

PS 19 ESL teachers administer the LAB-R within the first 10 days of registration. If a student speaks Spanish, the ESL teacher administers the LAB-R in Spanish in addition to the LAB-R English. Both our ESL teachers also speak Spanish which ensures understanding of the Spanish LAB-R. The assessment is recorded and processed which determines the level of native language proficiency for the student. Every ELL student that took the NYSESLAT – results of each modality are reviewed by ESL teacher and classroom teacher who implement instruction for the modality as needed. Our dual language ELLs are evaluated in their native language as follows: K, 1st and 2nd and 3rd grades use Estrellita throughout the entire year to assess native language (Spanish). EL Sol is also used for our dual language students in kindergarten through 3rd grade (if applicable). All students (ELLs in dual language) are administered running records in the native language minimally four times a year to determine their reading level and comprehension in Spanish. Additionally, this year our dual language teachers will create a performance task in Spanish, which includes a nonfiction text questions pertaining to the text and writing. This year, 2014, will be the first time our dual language 3rd grades will be assessed in all NY state exams and will take the ELE Spanish reading tests. We will analyze the results of this test. ELLs that are not in dual language and are in a monolingual class with ESL support receive support in their native language through the ESL provider. The ESL teacher provides texts in their native language and if the child only speaks Spanish, the child if able writes in their native language. Our Saturday, Title III program for ELLs, reads text in Spanish and English with a follow up activity. This program is under the supervision of the ESL coordinator (assistant principal) and one ESL teacher and a bilingual teacher who are able to assess student's comprehension of reading and writing skills throughout the program (October through April).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Based on NYSESLAT data and students' scores in all four modalities, classroom teachers are given the results and along with the ESL providers concentrate on these modalities: speaking, listening, reading and writing in classroom instruction and small group work. Speaking skills are specifically addressed throughout the day through questioning and discussion topics from daily lessons. Small group work designed for ELLs' speaking is addressed through Readers' Theatre presentations. Listening skills are addressed throughout the day by the classroom teacher and the ESL provider, particularly in the Read Aloud text of the literacy component with follow up activities and assessments. Reading skills are implemented during the literacy workshop and throughout other content areas as students follow the Common Core (ReadyGen) aligned curriculum and teachers include independent reading time based on students' levels assessed from running records. The classroom teacher and ESL teacher also incorporates Guided Reading lessons minimally three times each week. The teacher also delivers Shared Reading and Close Reading to ELLs as needed. The writing modality is addressed aligned to the Common Core curriculum (ReadyGen) within the classroom setting and in small group work. The ESL teachers also instruct ELLs in writing during small group work, based on specific writing genres, using Shared Writing, Interactive Writing and Independent Writing. Additionally, the ESL teachers use the following : Discussions4Learning , an oral vocabulary and language program, based on fine art and real-world photos, using visuals generates discussion topics; Award Reading, a technology based listening and reading program for fiction and nonfiction texts; Razz Kids and Reading A to Z, both technology based leveled listening and reading programs; Teacher's College Writing Program, is also implemented to enhance writing skills for ELLs; Writing Fundamentals, which focuses on grammar for our ELLs.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Instruction for English language learners is differentiated by incorporating language objectives and functions of language such as describing, explaining, identifying, sequencing, planning comparing and predicting. Students are organized into small groups with the classroom teacher and the ESL teacher facilitating student learning. Students are encouraged to use cognates from their native language to make connections.

a) Presently our school does not have any SIFE students; however we have established a plan in the event that a SIFE student registers at our school. The plan is as follows: PS 19 will incorporate intervention and emotional support from our guidance counselor, social worker, psychologist and parent coordinator to meet the needs of the student and family. SIFE students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program, which is support for an additional 50 minutes two days per week. Programs that will be utilized are Award Reading, Razz Kids, Reading A to Z. SIFE students will be given a peer-partner student to familiarize them with the school building, rules and regulations. Parents of SIFE students will meet with the bilingual parent coordinator to inform them of the opportunities available to them at school and in our community. Our ESL teacher will meet with the parent and child for an initial interview and provide a parent orientation session for parent option. The ESL teacher will also check in with the SIFE student(s) daily in the morning to assure that they feel comfortable and ease the adjustment. These students would also be invited to our Title III, Saturday program.

b.) The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR 154. Emotional support is provided by our guidance counselor and our bilingual parent coordinator and our ESL teachers to help them embrace the school culture and American traditions. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and visual representation. The teachers of these students have a "New Comer Kit" in their classroom with pictorial representations and words in English/Spanish/Arabic to represent any educational functions they may encounter within the school setting.

c.) Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in reading/writing/word work, which has been identified as an area that needs improvement. Reading support is implemented by small group planning focusing on the student's individual reading needs. ESL teachers implement small group lessons using Easy English News, by Elizabeth Claire (3rd-5th grades) and Guided Reading (K-3rd grades). Writing goals are created for this subgroup with emphasis on grammar, using Writing Fundamentals for Grammar, pre writing, creating paragraphs, topic sentences, sentence structure and revising and editing. These students are also invited to the Title III, Saturday Program, focusing on speaking, listening, reading and writing activities.

d.) Long term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program (Tier II) to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are: Award Reading, Foundations; Wilson; Easy English News; Empire State NYSESLAT. Once again, they are invited to our Title III, Saturday Program.

e.) Our former ELLs who have reached proficiency in NYSESLAT are still entitled to receive support for two years. These former ELLs are grouped with our Advanced ELLs for the first year after testing and benefit from the ESL support with the push-in ESL teacher. After the second year of reaching proficiency, the ESL teacher meets with administration and decides which class the student should be in for the upcoming school year and if they still would benefit from ESL push in services with advanced students. Additionally, they receive accommodations on all NY state tests for two years. Once again, these students are included and invited in our Title III, Saturday program for ELLs.

7. 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?

PS 19 offers the following instructional materials to support ELLs for academic content and English language development: Words Their Way (this program introduces sight words, vocabulary, word patterns; suffixes and prefixes; Grade level literature and classroom leveled libraries (the ESL classroom has a large collection of literature, organized according to reading levels, themes, genres and subject matter). ELL students are encouraged to read and borrow books, according to their interest level or particular subject being studied in the classroom. Bilingual glossaries in various languages are available in all content areas, in the classroom as well as the ESL classroom. They are also used to prepare for specific citywide and state tests, such as the NY State Math and Science tests, as well as supporting students in their classroom instruction. Razz-Kids; Reading A to Z; are all technology components based on reading levels, texts are read to students, or students can read the text and answer subsequent questions pertaining to the text read. Award Reading is also an electronic reading program which reads aloud to students as they follow along which encourages and teaches reading in a non-stressful and risk free atmosphere. Harcourt Science and Social Studies texts can also be read on the computer with an ESL component in every lesson. ESL teachers also incorporate Discussions4Learning, a visual arts program to enhance speaking skills and Writing Fundamentals in Grammar to develop writing skills for ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 19 implements a push-in program for all our ELLs. We have two ESL teachers, one for kindergarten through second and the other supports third through fifth grades. The ESL teachers have a common prep once a week with each grade to meet and plan lessons with the classroom teacher, including our special ed teachers in both ICT classes and self contained in order to develop instructional plans aligned to the curriculum for our ELLs with disabilities. The ESL teacher provides ESL strategies for small group instruction aligned to the lessons. Pushing into the classroom as opposed to pulling out students provides instruction in the least restrictive environment and avoids stigmatizing students that are not English proficient. All ESL teachers are included in curricular planning and instructional meetings and professional development that are provided for all instructional staff. All content curriculums: ReadyGen; GoMath; Science and Social Studies have components adaptable for English language learners and struggling students. The classroom teacher and ESL teacher review these modifications and implement them during the instruction. Our ESL teachers have access to IEP's of the students they serve. During the common prep, the ESL teachers collaborate with the teacher focusing on the IEP goals and modifying lessons to accommodate the student. Our School Based Support Team consists of a bilingual psychologist, and a bilingual IEP special education teacher and when a student is referred for an evaluation, the team meets with the parent to discuss the least restrictive environment for the child while aligning the best placement for the child, which could be SETSS, ICT or self-contained. If the child's recommendation is to receive SETSS, this is a pull-out model for a specific time and group as indicated in the IEP; if the ELL student with disability is placed in the ICT class, the ratio is 60% general ed/40% special ed students. The ELL student with disability placed in an ICT class would be integrated for the entire school day with non disabled peers and the ESL teacher would provide support for the required mandated minutes. If the ELL child is in a self-contained special ed classroom as determined by the SAT team that the student needs this placement, the ESL teacher also pushes in to that classroom for the mandated minutes. The ELLs-SWDs in self contained classrooms are integrated during lunch/recess/assemblies/schoolwide functions including all afterschool activities. ELLs-SWD are also invited and attend the Saturday Title III program with non disabled ELLs.

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

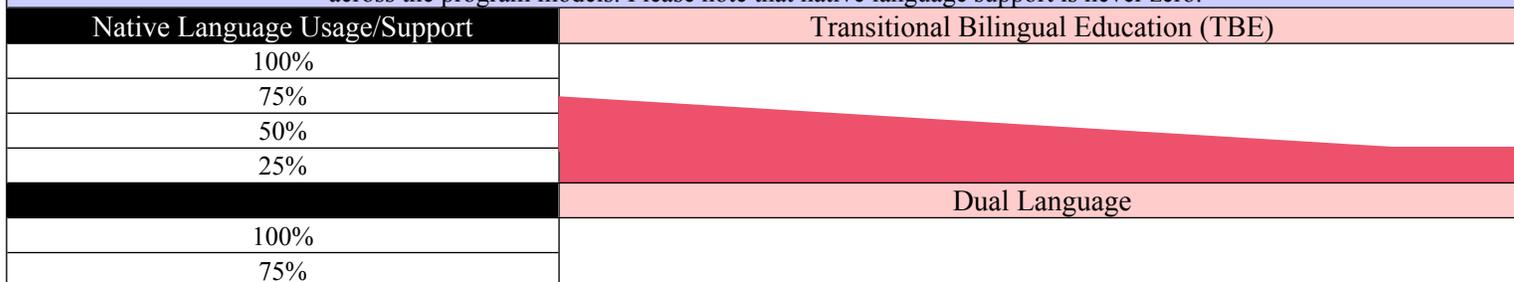
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

PS 19 provides intervention for ELLs in ELA, Math and other content areas during the day (push-in & pull-out) as an extended day (50 minutes) twice a week. Classroom implemented RTI Tier I strategies are implemented in the classroom setting by the classroom teacher and the ESL support teacher in small differentiated groups as per needed by specific skill. English language learners receive explicit combined language and literacy instruction, concentrating on the direct teaching of skills and strategies in a way that makes visible the processes of effective readers & mathematicians. The focus of these Tier I interventions are based on decoding, or comprehension skills for ELA, aligned to the Common Core Learning Standards for the grade and also for Math, aligned to the CCLS. In Tier I RTI the focus of the interventions represents the core instructional program presented in the classroom. Based on data (teacher's observation, formative tests, running records), the ELLs are grouped according to their specific needs based on three critical areas to assess reading: students' backgrounds and characteristics; text processing; and text comprehension. The classroom teacher collaborates with the ESL teacher and plans instruction from a skill and strategy perspective after analyzing data from the above three critical areas. Intervention instruction is then planned and implemented in the classroom setting by both the classroom teacher and the ESL provider. In order to ascertain interventions for math, the teacher together with the ESL teacher analyze the assessments from each unit in GoMath and the performance tasks and based upon this data, devise an instructional plan to support the specific mathematical skills that our ELLs struggle with. Other data that teachers analyze are: NYS tests in ELA, Math and Science (4th and 5th graders; NYSESLAT /LAB-R scores (K-5th); running records (K-5th); performance tests (K-5th). Based on unit tests in Science and Social Studies, the classroom teacher determines what skills need further support and with the ESL teacher, provides this first step in intervention within the classroom setting. As a follow up to Tier I interventions, if our ELLs are still struggling after a specified time frame and the above steps have been carried out, a Tier II intervention plan is devised with the teachers and administration. The Tier II plan focuses on more targeted services in smaller group settings and is provided in addition to the instruction in the classroom. Progress is monitored more closely, at least bi-weekly, and the research-based interventions may last from six to twelve weeks. This Tier II intervention is a pull-out, small group meeting with a teacher who focuses for the six to twelve weeks on a specific skill. This "smaller" group-individualized instruction promotes accelerated growth with the following practices: engaging in meaningful text for a major portion of the session; the reading material used for instruction is culturally relevant; the reading material is assessable; group sizes are small; and assessment is used to plan, differentiate and revise the instruction. Similar steps are taken for math, science and social studies based on the CCLS as per grade.

For students who do not adequately respond to the targeted services and interventions in Tier II, intensive interventions would be provided, in small groups or individually to address ELLs' deficits. Additional testing may also be warranted. Only after Tier III interventions prove ineffective or inadequate would eligibility for specialized services under IDEA be considered.

Native language of the ELL student is also taken into consideration. Many times, ELLs are perceived as having a disability when the student is still struggling with language acquisition. This consideration is brought to the School Based Support Team, who are bilingual (Spanish) and the team assesses the student in the native language, if Spanish. If an ELL student with a low incident language is under consideration for intervention, a request is made for an interpreter at the time of student testing so the proper outcomes are reached for the student. If it is determined that the student is struggling due to language, the student will not be placed in any special ed program, but will receive Tier I and Tier II intervention, specifically planned for that student.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Presently our current plan for accelerating progress for our ELLs is delivered by the classroom teacher for content (reading, math, content areas) in small group work as a Tier I intervention and for some ELLs' also with a pull-out teacher as a Tier II intervention plan. These teachers concentrate mainly on the content and skills of the discipline. Teachers will be reviewing data based on these plans twice a month during a grade planning meeting to ascertain success, modification, or eliminating the plan. The ESL push in teacher will concentrate on two areas: support in ELA, Math, Social Studies and Science, but predominantly will scaffold lessons to adhere to language development based on NYSESLAT data. Academics and language needs are also supported through a variety of lessons and activities which the classroom teachers implement throughout the day in small group work and extended day. The Award Reading program is used for ELLs in the classroom (English and Spanish) with regular assessments for reporting progress. On Saturdays, the Title III program focuses on literacy in English and the native language (Spanish) in Read Aloud and responses to literature in writing, mathematical problem solving and Readers' Theatre for speaking. The interventions provided to ELLs supports developing language acquisition. The effectiveness of our program affords ELLs more opportunities to succeed

academically and linguistically as is evidenced by our improvement in NYSESLAT scores and literacy.

11. What new programs or improvements will be considered for the upcoming school year?

The Leader in Me will be a new program introduced during the school year 2013/2014, schoolwide. This program emphasizes developing effective social emotional learning. By integrating leadership development into the daily curriculum and activities, PS 19 hopes to create a culture where every student is encouraged to set and achieve meaningful goals, be a positive influence on others and develop his or her individual gifts. We will also be expanding our dual language programs each year 2013/2014 (3rd grade) and 2014/2015 (4th grade) and 2015/2016 (5th grade). Additionally, we have a literacy pull-out teacher for RTI Tier II plan who will meet with some of our ELLs who are “at risk” academically. Also, our Title III, Saturday Academy will focus on the four modalities of the NYSESLAT through the arts, literacy and technology.

12. What programs/services for ELLs will be discontinued and why?

Presently, we will not cut any programs or services to ELLs. Our Title III funding, which has been reduced, our Title III Saturday program for ELLs will meet fewer sessions that in previous years.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English language learners are offered equal access to all school programs by invitation, recommendations and purposeful request. After school and supplemental programs which take place during the school year, such as Common Core Curriculum Academy, an afterschool program (Grades 2 -5) meets on Mondays and Tuesdays; LEAP program (Grades 1-2) ; and our Saturday Program, which is for ELLs, Aprendiendo Lado a Lado (k-5). PS 19 also offers two after school community based programs, “Virtual Y” and “PAL”, (k-5th grades) which all ELLs are invited to. These programs offer homework assistance and various content area activities, which includes trips, social studies, science and performance arts. PS 19 provides opportunities for all students, including ELLs in order to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe and nurturing environment.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

. The following instructional materials are used to support ELLs:

- Technology based programs, such as Award Reading; RAZZ Kids; Reading A to Z and Discussions 4 Learning
- Our social studies/technology teacher implements computer based programs aligned to grade specific social studies themes and research
- Other instructional programs that support are ELLs and used in the classroom consist of Readers’ Theatre; Time for Kids; Easy English for ELLs
- Special Ed ELLs also are supported by Foundations; Wilson; Words Their Way for ELLs; and Mondo for RTI

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in the Dual Language program in a 50/50 roller coaster model. Students receive instruction in both English and Spanish in all content areas. In the roller coaster model, students have the opportunity to receive native language support and are immersed in either a day of English and Spanish in all content areas (Grades 1-3) and half-day immersion for kindergarten. Leveled books in Spanish, math, science and social studies texts are available in Spanish for the dual language students. Students in monolingual classes, who speak Spanish also, have the availability of these texts (Grades K-5), if needed, or for parental use. Students who speak other languages such as Arabic and Urdu, have literature in the classroom to provide native language experiences and celebrate school wide diversity. Additionally, in the Title III, Saturday program for ELLs, a Read Aloud is always used for instruction and read in both English and Spanish, and if possible another language (depending on availability of an interpreter, or parent). ELLs in both dual programs and monolingual programs with ESL support are encouraged to look for cognates when looking at English text.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

Required service support and resources are both grade and age appropriate for our ELLs aligned to the Common Core State Standards. All students are assessed on a daily basis and are presented with the necessary materials, instruction and environment to receive high quality education. Both formal and informal assessments take place through the year in order for the classroom teachers, ESL, SETTS, Guidance Counselors and speech teachers to support all English language learners. These resource

teachers attend professional development offered in our school and outside and meet with the teachers of ELLs to obtain a full picture of the the whole child.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students who are newly enrolled at PS 19 are invited to tour the school with our bilingual parent coordinator. Parents are informed about the school curriculum, and school activities, along with the school's vision and mission statement. One of the two assistant principals speaks with parents and their child (ren) about expectations and alleviates any anxiety they may feel. Students and parents are encouraged to ask questions regarding school programs, uniforms, arrival and dismissal times; activities, breakfast and lunch programs. PS 19 invites newly enrolled parents of kindergarten students for the following September entrance to a "Get To Know Our School" session in June, before students begin class in September. These parents are informed about school expectations and procedures and information is dispersed about what their child will learn and how they can properly prepare their child for school. Again during the first two weeks of school in September, a "Curriculum Tea" for each grade is hosted at a particular date and time and each teacher relates the curriculum and important grade instruction and activities that will take place. Additionally, the principal holds a parent meeting during the first two weeks of September to inform parents about new initiatives and expectations for the new school year. Throughout the year, as new students are enrolled, the parent coordinator tours the building with the parent and meets with an administrator to welcome the family to the school community.

18. What language electives are offered to ELLs?

. Some of the language electives offered to English language learners include: The Dual Language Program (roller coaster model for grades K-3) as of 2013. This program will expand a grade each year. The Title III Saturday program, offers literacy in both Spanish and English to all our ELLs, including our former ELLs. Although majority of our ELLs speak Spanish, the dual language program offers them the opportunity to read and write and learn math, science and social studies in their native language.

19. For schools with dual language programs:

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

As of 2013/2014 school year, our dual language program consists of kindergarten, 1st, 2nd and 3rd grades.

a.) In our dual language classes, 50% of the target language (Spanish) is delivered in instruction to our English proficient students. In grades 1st through 3rd, one full day is in Spanish and the next day is English, alternating each day. In kindergarten, ½ the day instruction is delivered in English and ½ the day is delivered in Spanish and this also rotates daily as to which language is delivered AM and PM.

b.) In our dual language programs English proficient and English language learners are integrated 100% of the time in self contained classes. All content areas are taught in both languages alternating days. English language learners are given additional ESL mandated minutes during the Spanish day for literacy in order to meet their required needs.

c.) Language is separated for instruction only during non-content clusters such as: physical education; social studies enrichment with technology; scientific experiments; art and music. These instructional periods (one time per week) are delivered in English since cluster teachers deliver this instruction and only speak English. However, in art and music, Spanish and cultural themes are studied. All other areas, literacy, math, science and social studies are taught by the dual language teacher 50% in English and 50% in Spanish.

d.) PS 19 implements the 50/50 roller coaster model for a self contained dual language class for grades kindergarten through 3rd grade.

e.) Both languages (English and Spanish) are taught at the same time simultaneously in our dual language program for emergent literacy. We do notice that our ELLs are more successful in Spanish literacy and our English proficient students are more successful in English literacy.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. PS 19 has one classroom on each grade with mandated English language learners (k-5) in addition to a dual language classroom with mandated ELLs (k-3), five ICT classes with mandated special ed ELLs (k,1,3,4,5) and two self contained special ed classes who also have a few mandated ELLs (k-1, 2-3). The population of our school is majority Hispanic, therefore it is vital to all our staff and personnel to be involved in professional development for English language learners. All our teachers, including special ed, clusters, speech, SETTS, and assistant principals participate in professional development for ELA through our network for ReadyGen literacy and also for GoMath. Additionally, the entire staff is receiving professional development in “The Leader In Me” for this year (2013/2014) and next year (2014/2015) by FranklinCovey. Our teachers of ELLs and ESL teachers attend workshops offered in our network and from the Office of English Language Learners throughout the year when available. Our ESL teachers are expected to be knowledgeable of ELLs and provide professional development through the school year monthly at grade meetings. We have an assistant principal that oversees the dual language program and provides support to these teachers with all aspects of instruction including assessment in Spanish, ESL and sending teachers to professional development outside the school when available. The assistant principal also oversees all the programs for ELLs and schedules specific workshops for ESL teachers and teachers of ELLs, focusing on explanation of the LAB-R, NYSESLAT modalities; programs (dual language, TBE and ESL); modifying lessons to accommodate ELLs. All teachers of ELLs (2-5) receive a copy of Easy English, a monthly newspaper, published by Elizabeth Claire, with lesson plans and activities for ELLs pertaining to current events, social studies, health, idioms, vocabulary and literacy, which are implemented in (June), ESL professional development is scheduled and delivered by the ESL teachers delivering pertinent information about the ELLs and ESL methodologies to incorporate in the classroom. Our ELL paraprofessionals also participate in these workshops. Our bilingual parent coordinator has attended a Cookshop workshop and he will be working with parents teaching them how to cook healthy meals. Instruction is differentiated throughout the school for all personnel members. Professional development is ongoing at PS 19, since we have two new curriculums (ReadyGen & GoMath) and teachers are also given three hours a month of training on Danielson’s domains. Additionally, our teachers have a common prep every day and our ESL teachers have a common prep with each grade they support once a week. Our ESL teachers are also included in grade planning meetings every Wednesday (32:35- 3:35 PM) with a grade for eight weeks to provide additional modifications for the ELLs when teachers are planning curriculum. Twice a month each grade meets for one period as a Professional Learning Community (PLC) to analyze student work and look for trends and develop lessons to implement for student improvement using specific strategies for our ELLs. Lastly, we presently have a teaching intern from Bilingual Pupil Services who attends professional development throughout the school year and turnkeys this information to our staff at monthly faculty conferences. Daily lessons for ELLs in the classroom. Every Election Day (November) and Chancellor’s day

2. The Office of English Language Learners offers many opportunities for our teachers of ELLs and our ESL teachers aligned to the Common Core Learning Standards. We schedule our teachers for this training while hiring substitutes for the classroom. Our ESL teachers are scheduled to attend “Developing Advanced Literacy Skills in Middle-Grade English Language learners (ELLs): Translating Theory to Practice to Meet the Challenges of the Common Core State Standards”, held on October 30th and November 14, 2013. These teachers will then turnkey information to the staff at the next faculty meeting and also during a common grade meeting for each grade on the following week. Another workshop some of our teachers will attend is the ELL Elementary Literacy Conference, to be held on November 5, 2013, this event will focus on the implementation of best practices for ELLs that support the Common Core State Standards. The teachers that attend the above mentioned professional development will turnkey the information to each grade during grade meetings. Our ESL team also reads and discusses the research brief: Literacy and ELLs downloaded from the DOE website and devises a plan to implement the ideas to the staff throughout the year. Additionally, we have 4 teachers, designated to attend ELA (2 teachers) and Math (2 teachers) workshops based on the implementation of the Common Core Standards, who in turn relay this information to their grade partners at their next common grade meeting and to all staff at the next upcoming faculty conference. Our content teachers (science and social studies) also attend network workshops offered aligning the Common Core to their content specialty. These teachers relay this information to all staff and the faculty conference meeting. PS 19 also has an Instruction Team, which consists of one teacher from each grade (Pre K-5th) who meets twice a month and focuses on the Common Core practices and the instructional shifts. This team turnkeys the information to their grade partners and implements recommendations and reports the outcomes at the next Instruction Team meeting.

3. PS 19 provides informational sessions to assist ELLs as they transition from elementary to middle school by hosting middle school sessions for our fifth graders. The fifth grade teachers are available to meet with parents of ELLs and answer any questions they may have about their child's academic progress. The ESL teachers and the fifth grade teachers, along with the bilingual parent coordinator arrange for visits from middle school administrators who explain the available programs to the students during the school day and also at a PTA meeting for parents. The middle schools also host a visitation day/evening for parents and students at their site at which time parents can tour the building. The guidance counselor also receives professional development at PS 19 through the ESL teachers scheduled four times in the school year. The 5th grade teachers, the bilingual parent coordinator and the guidance counselor also meets with the parents of the 5th graders during the spring to address any concerns they may have with their child's transition. If needed, through the parent coordinator, the guidance counselor arranges to meet with parents of ELLs and the ESL teacher during a 5th grade committee meeting (spring) and during parent/teacher conferences (fall & spring) to present a list of contact information, community resources, maps of the middle schools and public transportation.

4. Professional development pertaining to ESL is ongoing throughout the school year for all staff members. All general ed teachers are required to ascertain a minimum of 7.5 hours of ESL training and special ed teachers are required to ascertain a minimum of 10 hours of training. This is provided (in-house) throughout the year by our ESL teachers, during Election Day and Chancellor's Day and at monthly grade meetings. Teachers needing to fulfill these hours are also sent to network training OELL training and DOE training when available. Once a month, a period is dedicated to ESL workshops for our teachers to analyze data, predict trends, turnkey information, and RTI for ELLs, always focusing on improving student achievement for our ELLs. When a new teacher is employed or transferred from another school, PS 19 arranges to have the teacher attend at least one outside venue for an ESL workshop and provides in house professional development to meet the requirements. The teacher maintains a record of his/her hours of ESL training and a certificate of the professional development is placed in the teacher's file, located in the main office in a locked file cabinet. In September, notification is sent to all staff reminding them of the requirements of the ESL training and a list of available professional development opportunities that are offered.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

ELL parents are invited to be part of the Parent/Teachers Association, which has bilingual officers and interpreters available. Additionally, we have parents of ELLs on our School Leadership Team and they get the opportunity to voice their concerns and opinions to the administration. We also conduct a Parent Survey during Parent Teacher conferences so PS 19 can get feedback on issues concerning our parents. Our Title III, Saturday Program, Aprendiendo Lado a Lado, is a literacy program where parents of ELLs participate alongside their child(ren) and hear literature read in both English and Spanish and complete follow up activities aligned to the Common Core State Standards. Our dual language classes (k-3) offer parental workshops for parents of English proficient students to support the learning of the target language and for parents of Spanish speaking students to support the learning of English and in some areas the native language. PS 19 offers ESL classes for all parents four mornings each week which are attended by many. Our bilingual parent coordinator offers a cooking demonstration, accompanied by distribution of groceries five times throughout the year, sponsored by Cookshop, focusing on healthy and nutritious meals. We also have a phone messaging service in English and Spanish which is sent to parents reminding them of specific dates and activities. PS 19 offers workshops for parents teaching how to access student information on the computer (Acuity) and our website, PS19R.org, which is available in multiple languages. Our PTA offers snacks to our students at lunchtime twice a week and bilingual parents work at the snack stations. During Parent/Teacher conferences, all teachers are provided with an interpreter to accommodate the parent's native language. Throughout the school year, our bilingual parent coordinator offers parent workshops focusing on topics such as: medical and health insurance; fire safety; community based support organizations (COSTCO). PS 19 also hosts an information session on testing for ELA, Math, Science, NYSESLAT, for parents and the support they can give for student achievement in both English and Spanish.

2. PS 19 has a partnership with the YMCA, which houses an afterschool program, the Virtual Y for all students, including ELLs, including summer and school recesses. One of the directors of this program is bilingual and supports the parents with homework assignments. This program helps students with homework assignments as well as further developing literacy, math and the arts. Also, PS 19 has a partnership with the Police Athletic League (PAL), who also offers afterschool activities and picks students up and buses them to another location. The Jewish Community Center (JCC) hosts adult ESL classes as well as GED programs at PS 19 four days each week.

3. We provide an orientation to all families coming to PS 19 and in addition, our bilingual parent coordinator organizes parent breakfasts with informational sessions throughout the school year. Through parent surveys, parents voices which are heard during PTA and School Leadership meetings, our administration evaluates the needs of our parents. For example, when the opportunity arises to hire more personnel, we look for bilingual school aides, and bilingual paraprofessionals to help support our diverse population. PS 19 has the fortunate resource of many reading volunteers and this year we have reached out particularly to bilingual parents and have included them as reading volunteers to support our ELLs and the teacher of ELLs in the classroom.

4. Parent Involvement is based on parent input and student needs. Parents assist teachers in the classrooms as "Class Moms/Dads" for specific trips, activities and events. Parents also receive certification as "reading volunteers", including bilingual speaking parents to support literacy. Parents are better able to support their children at home if they understand the curriculum and feel part of our school community. Our bilingual PTA sponsors activities such as: Harvest and Spring Dances; Yearbook; 5th grade graduation trip and assembly; Holiday fair; Carnival; and Field Day programs and a Multicultural Evening celebrating ethnicity. School and parental partnership are vital to the academic progress of all students, including ELLs where support and understanding is a constant.

E. 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.

According to our 2012/2013 Progress Report, (percent at 75th growth percentile or higher English) our Ells (17.1%) showed increased results of 48.5% in ELA. In math, (17.9%) our ELLs showed an increase of 37.1%. Our total English language learners' progress was 62.9%. Pertaining to overall student progress in comparison with our peer schools, PS 19 exceeded median adjusted growth percentile in ELA with a result of 69.0 with peer schools averaging 62.5 percentile and NYC schools averaging 64.1 percentile. In mathematics our school's range resulted in a score of 63.0 compared to peer schools which was 61.8 and NYC schools 62.8 percentile.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Petrone	Principal		10/21/13
Elizabeth Geli	Assistant Principal		10/21/13
Miguel Felix	Parent Coordinator		10/21/13
Dina Tornabene	ESL Teacher		10/21/13
	Parent		1/1/01
Cindy Cascante	Teacher/Subject Area		10/21/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Mildred Rios	Other <u>ESL Teacher</u>		10/21/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R019 School Name: The Curtis School

Cluster: 6 Network: 604

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

The major findings of our school's written translation and oral interpretation is that the predominant language that needs to be interpreted is Spanish. Presently we have a small population of Urdu and Arabic families, who prefer notices and information in English since they also speak English or have family that can interpret for them. However, we supply official notices to these families in both English and Urdu/Arabic. We presently have an Arabic paraprofessional that is available for immediate interpretation and translation. Our school leadership team consists of bilingual parents and parents of ELLs who meet once a month to discuss pertinent school information and data and this information is relayed to the PTA and school administration. Also, our bilingual parent coordinator provides for written translation of school notices in Spanish and delivers oral interpretation at all meetings and workshops, including PTA meetings. Analysis of the Parent Assurance survey revealed that majority of our ESL families requested ESL instruction implemented in the classroom. 31% of our ELL families request dual language instruction which is an increase of 21% from 2010/2011. Majority of our parents still insist their child(ren) receive ESL only because they want them to be fluent in English especially since they will be taking the NY state tests in ELA, Math and Science.

Part B: Strategies and Activities

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

PS 19 will provide translation services for school notices in Spanish through our bilingual parent coordinator; our bilingual ESL teachers and our bilingual paraprofessionals who work collaboratively to translate written documentation that is sent home to parents in Spanish with a 24 hour turnover, since we have a large population of Spanish speaking parental community. We have a paraprofessional who speaks Arabic and is available for translation and/or interpretation when needed. We also use the Department of Education Translation Unit, however, they usually take one week or more to translate our informational notices. Additionally, and more user friendly, all school and class information is posted on our e-Chalk website which has the availability of translation in many different languages as parents so choose.

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

PS 19R is fortunate to have staff members that are bilingual. Seven teachers are bilingual (Spanish), including one ESL teacher who aside from speaking Spanish also speaks Italian and French. Our parent coordinator is bilingual (Spanish); three paraprofessionals are bilingual (Spanish); two school aides are bilingual (Spanish); two cafeteria workers are bilingual (Spanish); one psychologist is bilingual (Spanish); our PTA president is bilingual (Spanish) and parent members of our school leadership team are also bilingual (Spanish). All the aforementioned staff help to support and interpret any concerns our parents have regarding their children. This provides our school with the opportunity to meet the needs of parents who need oral interpretation on all levels throughout the day, many of the bilingual staff can be called upon to assist parents. Also, our bilingual parent coordinator is available throughout the day to meet with parents and discuss any relevant issues that may arise. The bilingual staff assists in interpretation during parent/teacher conferences as well as PTA meetings and important school activities. Some of the staff is hired through the Translation Service funds for after school meetings and events.

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

Aligned with chancellors Regulations A-633:

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

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 Curtis School	DBN: 31R019
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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 101
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: By analyzing the 2011 and 2012 NYSELSAT results, the trend has been that students achieve higher levels in the Speaking and Listening sub tests compared to the reading and writing sub tests. This can be attributed to the fact that social language acquisition happens early in a child's life when they are most receptive to language learning. It is in the area of Reading and Writing that our students struggle, causing them to remain at the same level for a few years. In the areas where the natural process of second language acquisition was not met, it was determined that further academic intervention was needed. In order to address the needs of the aforementioned students and those not showing improvement, continued support is given through our Saturday program for English language learners and their parents, Aprendiendo Lado a Lado - Learning Side by Side. This program is open to all ELLs, including those that have reached proficiency from Kindergarten through 5th grade. All students are invited, 101 currently, however approximately 40% to 50% attend consistently. The program presently meets for 14 three hour sessions on Saturday mornings from 8:30 to 11:30 AM on the following dates: November 3, 10, 17; December 1, 8, 15, 2012; January 5, 12, 26; February 2, 9; March 2, 9, 16, 2013. Students are served breakfast from 8:00 to 8:30 AM and coffee is available for parents. The language of instruction is delivered mainly in English, however, there is one component of the program where literature is read in English and Spanish. Presently we have 4 students that speak Arabic and a volunteer parent reads Arabic texts to these students when available. The program is delivered by two teachers: one certified ESL teacher who speaks Spanish, French and Italian and one certified bilingual Spanish/special ed teacher, and one administrator, assistant principal, who oversees the program. The administrator is an assistant principal who procures building permits, safety officer, breakfast, custodial care, and supervises students and teachers who deliver instruction since this is the only program in the PS 19 school building at this time. Additionally, the assistant principal meets with parents of the participating students during the program to support them in their child's academics. The program is divided into three segments by the hour, and students switch classes every hour. Kindergarten through 2nd grade students alongside their parents, listen to a Read Aloud, read in both languages by one teacher, discussion is generated around the read aloud and students/parents respond in English or their native language. Students (K-2nd) create a follow-up art activity based on the read aloud, which develops fine motor skills and incorporates visuals allowing non speakers to express their ideas through art. The teacher develops comprehension skills such as: predicting; retelling; seeing patterns within and across texts for our early childhood students and new comers. Students (3-5) also create an art activity, but additionally incorporate a response to literature in their reading notebooks based on specific comprehension skills such as: Developing theories about characters, using text evidence to support thinking and inferring. The second teacher uses fine art, paintings and photos, to expose students to cultures from around the globe and from across time using the Discussions 4 Learning (an oral vocabulary and language program/technology). These images serve as authentic, engaging contexts, which are critical for acquiring vocabulary and academic knowledge. The K through 2nd grade students focuses on the theme: Our Living World. The objectives for K-2nd grade students are that they will orally use and understand specific vocabulary introduced; talk about topics by comparing and contrasting two paintings and two photographs; talk about the relationships between animals and finally talk about pond life. The theme for 3-5 grade students in this program is Our Changing World. The specific objectives for these students are: orally use and understand specific

Part B: Direct Instruction Supplemental Program Information

vocabulary introduced; compare and contrast two paintings and two photographs; discuss past and present recreation on ice; discuss the changes in clothing styles and construction. The students switch classes each hour and the third hour, the students focus on everyday math problems aligned to the Common Core State Standards and use open ended mathematical concepts to discuss all the different pathways to solving problems. Since math is seen all around us, it is integrated with the visual arts component. Both teachers deliver math problems, one teacher instructs K-2 while the other teacher instructs 3-5. Focus for math discussions is aligned to the common core state standards in particular: making sense of problems and persevering in solving them for all students K-5, modified for their level. K-2nd grade students further develop skills in number and operations in base ten and understanding place value. 3-5th grade students further develop skills in operations and algebraic thinking by using the four operations with whole numbers to solve problems and generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. Lastly, on alternating weeks, the Award Reading Program which is a computer technology reading program in both English and Spanish is used for parents and students to hear and interact with non fiction texts based on student's individual reading level.

Materials used for this program are: Read Aloud texts in both spanish and English and Arabic (when available); notebooks for response to literature follow up; art materials relating to the Read Aloud; Math Exemplars, manipulatives, and bilingual math games; computers for technology using the Award Reading Program and Discussions 4 Learning, an oral vocabulary and language program based on fine art and real-world photos which focuses on content-rich, academic vocabulary that is a critical part of academic success.

Part C: Professional Development

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

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

Begin description here: Professional development is ongoing throughout the year at PS 19 and we believe all teachers are teachers of ELLs. ESL teachers, bilingual teachers and all teachers share a common prep throughout the week to meet and plan instruction aligned to the CCSS. PS 19 is a Teachers' College school and has two staff developers, Rebecca Cronin and Maggie Roberts (K-2 and 3-5) who provide on-site workshops 20 times during the school year targeting reading and writing. All teachers, including Title III teachers, ESL teachers, teachers of ELLs participate in staff professional development in literacy on the following dates: October 24, 30; November 7, 2012; February 11, ; March 4, May 3, 17, 31 and June 14, 2013 (3-5) and Sept 5, 20, 25; Dec. 4, 11, 18, 2012; March 5, 12, June 7, 2013. Additionally, all our teachers attend professional development at Columbia for two to four days per school year. Our Title III teachers attend on the following dates: December 11, 2012 and January 7, 23, 2013. ESL teachers along with the assistant principal delivers training and turnkeys information once a month to the teachers of ELLs (2nd Tuesday of every month for two periods: 12:50 - 2:30). PS 19 also participates in the ELL Leadership Team, which consists of an assistant principal, ESL teacher, and two teachers of ELLs sponsored by the Office of English language learners, during the year on the following dates: Sept. 21; Oct. 19; Nov 16, 2012; Jan. 11; March 8, May 10, 2013. Our ELL Leadership team focuses on strategies to bring our ELLs to grade level and above in literacy. Additionally, our ESL teachers attend our network professional development workshops throughout the

Part C: Professional Development

year when posted. Specific planning time for our Title III program, Aprendiendo Lado a Lado, includes one administrator (assistant principal), and the two teachers, the ESL and bilingual teachers involved in the program. This group meets eight times from November through March (Nov. 8,29; Dec. 13, 2012; Jan. 3,17; Feb. 7, 28; March 14, 2013) to plan the Read Aloud texts in both languages, follow up art activities; vocabulary development through fine arts; math open ended problems; and also reading non-fiction using Award Reading technology. The lessons and further instruction is based on analyzing student data (TC Pro Assessment; Student's writing; Student's math work).

Part D: Parental Engagement Activities

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

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

Begin description here: Aprendiendo Lado a Lado - Learning Side by Side, is our Title III Saturday program where parents of English language learners learn alongside their child through the 3 E's - Enrichment, Excitement and Encouragement. Parent literacy is one of the most important indicators of a child's success. Research from the NAEP states that approximately 30 million adults in the US have extremely limited literacy skills. It is further noted that the Hispanic population is the largest minority in the country and has the highest dropout rate. Our program, Aprendiendo Lado a Lado, will support adults and children's literacy along with language development. Side by side learning will take place in education when parents participate in oral Read Aloud literature in English and their native language. Parents will be able to assist in reading and join in discussions with their child and other parents pertaining to the texts and story elements. Building literacy in the native language has proven through research to transfer to literacy in a second language. By encouraging book talk between parent and child, both build confidence in their ability to speak, read and write. Parents are invited to stay for one hour or more during the Saturday sessions. Also, since Award Reading is a technology based reading program, parents are able to experience interactive stories using computers and enhancing their literacy

Part D: Parental Engagement Activities

and technology skills. Side by Side Learning is further implemented through experience and excitement, which includes cultural activities for families. Since many of our LEP/ELL families are economically disadvantaged, the opportunity to explore museums and cultural institutions is limited. Our Saturday program partners with the Staten Island Childrens' Museum and we arrange visits and transportation for families. Experiences enhance all modalities of learning, speaking, listening, reading and writing, giving our LEP/ELLs and their parents more resources to draw upon for expanding their ideas and background knowledge. Adult ESL classes are offered at our school four days a week and the Virtual Y also provides homework assistance after school for all students. PS 19 hosts a parent information session for parents of each grade (K-5) in January to discuss with parents grade and curriculum expectations. PS 19 has a bilingual parent coordinator. Our bilingual parent coordinator hosts outreach meetings to parents explaining the curriculum, health and nutrition, and community resources available for parents and their children throughout the year. In addition to our Parent Orientation meetings, PS 19 also schedules 4 meetings throughout the school year for parents of LEP/ELL students to inform them about the New York State Tests, including NYSESLAT and current curriculum information. Our school has set up a Parent Involvement room in the school building equipped with computers for parents to access ARIS; leveled books and brochures available in English, Spanish and low incident languages (Arabic). Parents are notified of school activities and meetings through letters, flyers, and our website, PS 19R.org (eChalk), which can be translated in many languages. We also have a telephone communication system for the entire school community in both English and Spanish. Some of the workshops we have planned for the school year in addition to our mandated ELL Orientation and Saturday program which includes parents are: Welcome Orientation for each grade (week of 9/9/12); Reading Volunteers Workshop, includes Spanish speaking parents (week of 10/7/12); ESL meeting for parents of ELLs (October 4, 2012); Parent Meeting to inform parents of citywide expectations (week of 10/7/12); Breast Cancer Awareness (10/15/12); Healthy Eating Workshop (11/19/12); Dial a Teacher Workshop (11/27/12); Stress Management (12/10/12); Cookshop for parents - once a month (January through May); ELA and Math State Tests workshops (Feb 26, 2013); NYSESLAT information for parents (week of March 4, 2013); ESL adult classes offered in school four times per week throughout the school year. Additionally, PS 19 will plan workshops for parents as the year progresses and need arises.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development 		

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.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		