



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: JUDITH K WEISS WOODLAWN SCHOOL PS 19

DBN (i.e. 01M001): 11X019

Principal: TIMOTHY SULLIVAN

Principal Email: TSULLIV3@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: ELMER MYERS

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
Timothy Sullivan	*Principal or Designee	
Kathleen Brown	*UFT Chapter Leader or Designee	
Barbara Donuhue	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mary Martin	Member/ Parent	
Mary Ann Genet	Member/ Parent	
Jeri Stern	Member/ Parent	
Ellen Mauser	Member/ Parent	
Kim Algarin	Member/ UFT Representative - Guidance	
Ellen O'Brien	Member/ Administration	
Kathleen Mallon	Member/ UFT - Teacher	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, the administration and teachers will have fully implemented the specific requirements of the Teacher Effectiveness Program as per the individual teacher's observation choice (Option 1/Option 2) as evidenced in *Advance*.

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.

On the 2012-2013 Progress Report, PS 19 earned "B's" in the areas of Student Performance and Student Progress. When looking at the actual points earned, PS 19 received less than 50% of the possible points (29.1/60 in Student Progress and 12.4/25 in Student Performance). PS 19 also scored better than 47% of K-8 schools citywide. This 47% resulted in a 3-year downward trend for PS 19 when compared to other K-8 schools citywide. To help our students prepare for the rigorous assessments and reverse this overall downward trend, the administration aims to increase the effectiveness of instruction by providing teachers with meaningful, informative feedback including next steps through short, frequent cycles of formative classroom observation.

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. Provide extensive professional development for all teachers related to the Teacher Effectiveness Program and Danielson Framework.
2. Conduct the required number of Formal/Informal Observations and provide timely feedback.

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

1. Network Support, Administration, ELA Coach, Teachers, *ADVANCE* Support, and ARIS Learn.
2. Administration, Network Talent Coach, Teachers, Network Support.

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

1. 100% of the teacher will attend professional development related to the Danielson Framework and Teacher Effectiveness Program during the 2013-2014 school year. Pre and Post Observation Conferences will include rubric-based conversations and reflect and understanding of teacher ratings within the 4 Domains. The impact will be recognized by an improvement in teacher ratings in the 4 Domains during the year-long observation process.
2. 100% of the teachers will receive the required number of Formal\Informal Observations by the first Friday in June (June 6)

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

1. September 2013-June 2014
2. September 2013 – June 6, 2014

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

1. September Professional Development as well as monthly professional development will include the TEP and Framework. Some common planning periods will be used to create lessons that reflect the implementation of the Framework. The Network offers Saturday Professional Development to support teachers in the TEP by focusing on the Framework rubric.
2. Scheduling and monitoring observations, learning to navigate the Advance website, and attending outside Network professional development.

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).

Conduct parent workshops related to the changes in curricula, testing, assessments, etc.

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

Centrally Funded PD

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.

The 2013/2014 school year is marked by transitions in curricula, teacher evaluation, and learning standards. In order to help parents understand these changes and to continue to foster parental support in both the school community and in their own children's education, PS 19 has placed a high level of importance on increasing communication among the administration, teachers, staff, parents, and students. By June 2014, PS 19 will conduct at least 10 parent workshops related to the new curricula, NYS Testing, ELL Support, Orientation, and High School Articulation as evidenced by Workshop Agendas and Sign-in Sheets..

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.

It is important for the educational growth of our students that parents/families are made aware of the shifts in instruction and academic expectations so that they may continue to support our efforts at home outside the classroom. Parents have many questions related to these large scale changes and our objectives are to provide information that will help them understand the new curricula and provide workshops detailing the new academic expectations.

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. Improve Communication: Staff will review the Home Language Survey to determine which families require translations of official DOE communications, utilize the School Messenger System for frequent communication, diversify the methods of communications to reach more families, utilize current bilingual staff for translations during parent meetings and phone calls, monitor the PS 19 website to ensure that teacher sites are regularly updated and relevant.
2. Provide parent workshops related to high school articulation, ARIS Parent Link, Family Literacy Night/Family Math Night, ESL, Assessment, and the CCLS.

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

1. Administration, Parent Coordinator, Guidance Counselor, School Support Staff (Aides, Paraprofessionals)
2. Administration, ELA Coach, Parent Coordinator, teachers, School Support Staff.

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

1. Evaluation targets include: 100% Compliance for the proper completion of the Home Language Surveys, parent feedback during Parent Association meetings, parent attendance at workshops, and the number of visits to the PS 19 website (www.ps19.us)
2. Agendas from Workshops related to high school articulation, ARIS Parent Link, Family Literacy

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

1. September 2013 through June 2014
2. September 2013 through June 2014

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

1. Resources include the electronic PS 19 message board in the front of the school, automated school messenger system, Network Support for workshops.
2. Resources include PAWS, items for sale in the Paw Store, supervision of the entire PAW system.

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).

Strategies to increase parental involvement: Continue to communicate by phone, website, email, letters home, monthly newsletters, teacher newsletters, electronic board, posters inside and outside of the building, PA meetings, and by having the administration be visible during breakfast, recess, and dismissal for parent conversations.

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

Donations of PAWS by a parent volunteer

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 October 2014, PS 19 will implement the new NYC Common Core recommended programs for ELA (ReadyGen K-5, Expeditionary Learning 6-8) and Mathematics (Go Math K-5, CMP3 6-8) as evidenced by teacher lesson plans, assessment calendars, pacing calendars, student work, and Formal/Informal Observations.

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.

Student Progress on standardized testing is a serious concern and area in need of improvement. According to the 2012-2013 Progress Report, the median adjusted growth of all our students in English Language Arts was 34.3% of PS 19's peer group and 39.2% of the city range and the median adjusted growth percentile for the school's lowest third in Mathematics was 31.2% of the city range. Although PS 19 is a relatively high performing school when compared to the city range (72.4% in ELA and 70.0% in Mathematics), student progress lags behind. The advanced content on the NYS ELA and Mathematics exams will be covered in the new curricula and taught by teachers following the instructional programs recommended by the Department of Education, better preparing our students for the NYS exams. The administration and teachers need to be prepared to provide appropriate support and instruction.

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. Instructional staff will have the opportunity to attend professional development sessions within and outside the regular school day.
2. Instructional focus during the Extended Session is differentiated based on students' needs.

3. Hire a retired teacher to work with Level 1 students in a push in/pull out program.
4. Initiate a "Zero Period" AIS Program
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, teachers, Network Support
2. Administration, teachers.
3. Retired teacher, administration, classroom teachers
4. Regular Classroom Teachers, AIS Programs for grades 3-8, students receiving Level 1 on the 2013 NYS assessment(s) who were NOT mandated for Summer School.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Targets include: Teachers using the new curricula in their daily instruction, student performance on unit exams and other teacher-created assessments, student performance on baseline exams and progress on end of year assessments, common planning content and development of lessons reflect the new curricula, and Formal/Informal teacher observation demonstrate new curricula implementation.
2. Students are grouped based on content, individual need, and teacher recommendations.
3. Evaluation targets include student performance on assessments that are administered during the course of the school year, student performance on baseline exams, teacher observation and evaluation, teacher evaluation of participating students' progress on report cards.
4. Students complete 15 sessions, 8 teachers are hired for the program.
D. Timeline for implementation and completion including start and end dates
1. September 2013 Through June 2014
2. September 2013 Through June 2014
3. December 2013 through April 2014
4. December 2013 – February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Availability of instructional resources (both online and texts), using common planning periods, Grade Meetings, Inquiry Time, and regular PD time for Professional development related to the curricula, dates set by the Network and DOE for outside PD.
2. Flexible scheduling, support materials during extended session
3. Resources include instructional materials, staff, operational schedule.
4. Schedule 8 teachers for classes before the regular school day, monitor student attendance, purchase instructional materials, observe teacher practices, check student progress on classroom assessments.

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).

Organizing workshops related to the new curricula.

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

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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.

The PS 19 Community strives to instill an understanding of students' civic responsibilities through charitable events and positive reinforcement. By June 2014, PS 19 students will participate in at least 6 charitable events as evidenced by event flyers and will continue to implement the PAWS PBIS in grades K-5 as evidenced by operation of the PAWS Store and ongoing teacher distribution of PAWS.

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.

Students should look beyond the school walls into their communities and understand that they can make a positive difference in the lives of those around them. It is our responsibility to provide the foundation for creating contributing members of society who empathize with those in need and take positive actions to support those around them.

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. Continue to develop PS 19's Student Union
2. Continue the "PAWS" PBIS system in grades K-5

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

1. Administration, Students, Teachers, Staff, Formal Charitable Events
2. Administration, Teachers, Staff, and Students

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

1. Students vote for the new Student Union, students participate in various charitable events, individual goals for food collection and participation are met on an individual basis.
2. Students continue to earn PAWS for positive behavior, use these PAWS for rewards such as extra recess, seat changes during lunch, or at the Paw Store

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

1. September 2013 – June 2014
2. September 2013 – June 2014

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

1. Charitable Events include: Trick or Treat For Hunger food drive, Penny Harvest, Spring Food Drive, Valentines for Veterans, Monthly Bake Sales
2. PAWS which are donated by a parent, items purchased for the PAW Store, information sent to parents related to the PAWS positive behavior intervention system.

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).

To promote parent participation on the 2014 Learning Environment Survey, PS 19 will notify parents by letters home, the electronic message

board, and the automatic phone messenger system and will provide PS 19 lanyards or some other reward for those who do complete their surveys.

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

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.

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

1.

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

1.

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

1.

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

1.

E. 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
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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	<ul style="list-style-type: none"> * AIS as a push-in model * Students receive small group instruction based on needs. Students receive Wilson, Foundations, Rally, Goal, Words Their Way and/or Language! Programs * Extended Session *NYS Test Prep *Zero Period AIS 	<ul style="list-style-type: none"> * Small group/one to one * Small group * Small group *Small group *Small Group 	<ul style="list-style-type: none"> *During the school day *During the school day *After dismissal/regular school day for mandated students *After school, January-April *Before the regular school day
Mathematics	<ul style="list-style-type: none"> * Small group instruction focusing on individual needs using manipulatives, reteaching, technology, and math games *NYS Test Prep *Zero Period AIS 	<ul style="list-style-type: none"> *AIS staff work in a push in model, small group *Small group Small Group 	<ul style="list-style-type: none"> * During the school day * After school, January-April *Before the regular school day
Science	<ul style="list-style-type: none"> * ELA push-in teachers utilize relevant Science content during small group ELA instruction (Fact/Detail, Sequencing, etc.) 	<ul style="list-style-type: none"> *Small Group 	<ul style="list-style-type: none"> *During the school day
Social Studies	<ul style="list-style-type: none"> * ELA push-in teachers utilize relevant Social Studies content during small group ELA instruction (DBQ's, Historical Fiction, etc.) 	<ul style="list-style-type: none"> *Small Group 	<ul style="list-style-type: none"> *During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>* School counselors will provide guidance and crisis counseling services</p> <p>* Students are assisted in learning how to deal with various personal issues including school, friends, family current events, etc.</p> <p>* School psychologists will offer clinical services, agency referrals, and educational, social and personal services. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p> <p>* Social workers will provide counseling services to at-risk students and their families as needed. *Students are assisted in learning how to deal with various personal and family issues that are affecting student progress.</p> <p>*Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>	<p>* One to one</p> <p>* Small group/one to one</p> <p>*One to one</p> <p>*Small group/One to one</p> <p>*Small group</p>	<p>*During the school day/One period a week or more based on referrals by the Crisis Intervention Team</p> <p>*During the school day</p> <p>*During the school day</p> <p>*During the school day</p> <p>*Health related services are offered during the school day, one period a week or as needed, to all students based on referral.</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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 11	Borough Bronx	School Number 019
School Name P.S. 19 Judith K. Weiss		

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 Timothy Sullivan	Assistant Principal Ellen O'Brien
Coach Kathleen Mallon	Coach type here
ESL Teacher Spheresa Gjidiija	Guidance Counselor Kim Algarin
Teacher/Subject Area	Parent type here
Teacher/Subject Area Todd Wagner	Parent Coordinator Doris Wade
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	498	Total number of ELLs	47	ELLs as share of total student population (%)	9.44%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In			7	5	4	5	5	3	4					33
Pull-out	1	5		8										14
Total	1	5	7	13	4	5	5	3	4	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	5	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	40	0	1	6	0	2	1	0	1	47
Total	40	0	1	6	0	2	1	0	1	47

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Spanish														0
Arabic														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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	3	3			2							10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			2	1	2	2	1	3	3					14
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	3	2	6	1	2	2		1					18
Other				3	1	1								5
TOTAL	1	5	7	13	4	5	5	3	4	0	0	0	0	47

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)	1	1	3	1	3	1	2	2	1					15

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)		1	2	3		3	1							10
Advanced (A)		3	2	9	1	1	2	1	3					22
Total	1	5	7	13	4	5	5	3	4	0	0	0	0	47

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	2				2	
4	2	3			5	
5	3				3	
6	2				2	
7	3	1			4	
8					0	
NYSAA Bilingual (SWD)					0	

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1		2		1		5
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	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
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.

Our goal is to improve all student achievement through a balanced approach to literacy, mathematics and mastery of other content areas. Assessment tools are utilized in planning our instruction for differentiation. Students are assessed using both formative and summative assessments- the LAB-R test, NYSESLAT, Fountas & Pinnell, Renaissance Learning Unit, chapter test, Exit Slips, writing samples, Acuity, Performance assessments in core content areas, conferences and teacher observations. Four times a year K - 3 are tested on the Fountas and Pinnell Benchmark assessments. In September the data provides us with areas of strength and areas of needed improvement for students in concepts of print, letter sound id, fluency, sight words and comprehension. This gives us an idea on what skill we need to work with in order for the student to make progress. These assessment help us target our instruction and through continuous monitoring we are able to look at gains and formulate next steps.

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

The data patterns across the proficiency levels in the LAB-R and NYSESLAT show that students tend to have the most difficulty in the speaking and writing modalities with overall strengths in listening and reading. Speaking has always been an area of strength for our ELL students and need to continue with past practices during instruction that enhanced student learning (partnerships, repetition, and book clubs) Students identified as beginners and intermediate have not demonstrated strong control over common sentence patterns, coordination, spelling and mechanics.

This is a clear indicator that we need to focus on writing with our ELL population especially in grades 4, 5, 6, and 7. In addition, students in grades k thru 3 had overall gains on the NYSESLAT (14 out of 14). Upper grades, 4 thru 8 revealed a decrease in overall scores . 19 students were administered the NYSESLAT in grades 4 -8, 2 new to the US. 4 out of 17 had gains in their overall score with areas of decrease mainly in reading and writing.

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](#))

In looking at the modalities and decision making, we will continue to prepare and familiarize our students with the NYSESLAT exam in

small group instruction during the extended day. We are looking at the area of weakness in speaking and writing and have made it a key focus for our in- house staff development along with our outside support. All curriculum maps are aligned with the CCLS Standards and ESL standards. Student follow the workshop model in both reading and writing with the support of two teachers but utilizing new CCLS aligned curriculum (ReadyGen, Expeditionary, Go MATH and CMP3). Goal was to have a program that offered clear and explicit instruction in reading and writing which we invested in for the 2013-2014 school year. New curriculum in both ELA and Math were decided upon based on student data on the NYS ELA, math, and NYSESLAT. Our prior curriculum offered many strengths but lacked in addressing all learners. The new curriculum in ELA and Math have specific lessons and strategies to address ELLs.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. In looking at the state exams our ELL population had done better on the math in the past then the ELA. Several of our ELLs were newcomers in the 2012- 2013 school year. Last year being the first in attending a U.S. school. Math will be an area that we will focus on this year with our ELL population. Many of the children come from areas that math is taught differently especially money. THE NYS MATH was administered when available in their native language, if this was not available a translator was provided. Depending on the skill children performed better when the assessment was presented in the native language. Many of the children come from countries that differ in money and measurement. This has been an area of focus for certain grades.

b. The school did not administer the ELL periodic assessment last year.

c. The school did not administer the ELL periodic assessment last year.

6. Success of our program is evaluated in several aspects. Firstly, we look at the emotional and social aspect of how a student and family acclimates to our school. We monitor for the development of friendships, participation in class, and extra curricular activities. In

addition, we look to see families attendance at parent workshops, class celebrations, and parentt teacher conferences. We are committed to welcoming and including the different ethnic communities of our ELL parents and

students in all school activities. In addition, we monitor students academic progress in school. We look at the results of the NYSESLAT from the previous year, LAB-r for newcomers, and compare them to current year NYSESLAT. We monitor data to see how the students advance through the levels of language proficiency. 2012-2013, 62% of student who had taking the exam the prio year, had advanced a level of language proficiency. In looking closer, K - 3 had 99% of students advance from one level of proficiency to the next in 12-13.

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](#).)

At PS 19, we have created a RTI team that meets weekly. During the meetings students are presented to the team that are of concerns regardless of other services being provided.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The Academic and English proficiency levels of the students are considered when forming ESL groups. The stages of second language acquisition that ELLs experience are identified on a student by student level. Learning experiences are designed to develop the academic, social and linguistic abilities of the student as they go through these stages.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Success of our program is evaluated in several aspects. Firstly, we look at the emotional and social aspect of how a student and family acclimates to our school. We monitor for the development of friendships, participation in class, and extra curricular activities. In addition, we look to see families attendance at parent workshops, class celebrations, and parentt teacher conferences. We are committed to welcoming and including the different ethnic communities of our ELL parents and students in all school activities.

In addition, we monitor students academic progress in school. Each year we look at the results from the NYSESLAT and compare to prior year for AYP. We look at individual students, ELL levels, and across grades. In addition we look at our yearly schoolwide assessments such as the Fountas and Pinnell levels, chapter and unit test in math, and online assessments. We look at the results of the NYSESLAT from the previous year, LAB-r for newcomers, and compare them to current year NYSESLAT. We monitor data to see how the students advance through the levels of language proficiency. 2012-2013, 62% of student who had taking the exam the prio year, had advanced a level of language proficiency. In looking closer, K - 3 had 99% of students advance from one level of proficiency to the next in 12-13. In looking at this data we realized a need for additional supports in our 4 -8 and scheduled another ESL teacher to support the ELL population.

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](#).)

1. During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS) which is provided in English and their native language. The procedures we follow to identify

our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted

by

the Assistant Principal and/or the ESL teacher with the student and parent in English and in the native language, if possible. The pedagogues are fluent in Albanian and Spanish. If necessary we call the NYC DOE interpretation and translation department to support the family. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. Lastly, all of this is completed within 10 school days

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test

(NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL

services. When we obtain the results, usually in July, we evaluate the results of each student and determine future eligibility. Paste response to question here:

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.

The following is a description of the structures PS 19 has in place to ensure that parents understand all three ELL program choices which

are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements of identifying and on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is LAB-R and

considered entitled, the Assistant Principal with the ELL Teacher distributes and discusses the ELL Parent brochure, detailing the ELL

Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the

parent to the Orientation session. During the orientation the video is first shown in their native language explaining the 3 programs offered in the NYC schools. All materials are presented in the native language when translation is available. Parents are encouraged to complete the form at the school with the assistance of a translator in order to ensure their child receives entitled services as soon as possible. PS 19 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parents will then select an ELL program of their choice for his/her child. If we do not have the program the parent requests, he/she will take the names and formulate a list. We then explain the number of students that we would need in order to form an alternative program then what is offered at PS 19. Follow-up phone calls are made to parents who responded but did not attend and make-up sessions are scheduled. For new admits after October, we follow the same steps but provide the information during the registration process and schedule one-to-one orientations. For families that come after the initial registration period a one on one meeting is done with the family and the ESL teacher immediately, if necessary.

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](#)].)

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

they speak a language other than English. All forms are completed at the meeting. Follow-up phone calls, mailed letters and backpacked letters are sent home from those families who did not return the letters. For new admits after October, we follow the same steps but provide the information during the registration process and schedule one-to-one orientations. All entitlement letters, parent survey and program selection are kept in a file cabinet in the ESL teachers office. They are in a locked cabinet filed according to the school year.

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.
At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming and parent choice are honored. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. This helps us ensure appropriate programming and parent choice are honored. Students are placed immediately into the program of choice immediately. All continued entitlement letters, parent survey and program selection are kept in a file cabinet in the ESL teachers office. They are in a locked cabinet filed according to the school year.
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.
NYSESLAT is administered by our ESL teacher and scheduled by our Assistant Principal. The schedule involves ensuring that the teachers and families are informed in advance of the schedule dates of the assessment. Make-up dates are scheduled into the NYSESLAT exam calendar to make sure all ELL students take the exam. If a student is not present on the date of the exam, a phone call is made home to make sure he or she is present for the make-up date.
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. 
Looking yearly at the Program Selection Forms the majority of the parents request a Freestanding English as a Second Language Program. Several of our new admits come to our school at the recommendation of families who are already attending PS/MS 19. They state that they want their children to be in class with students who are Native to the English language because they will have academic success. We still inform them of what the regulations are in setting-up a bilingual or dual language program along with support research on the programs.

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])?
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)?

PS 19 has a Freestanding ESL program for grades K-8. Presently, we presently have 47 ELL students at PS 19. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with the mandated units of instructional in a Freesatnding ESL model which can follow a push in or a pull out model. Tis is based on the students needs. We have two licensed teacher who are instructing and assisting in the education of the ELL population, as well as our highly qualified staff who provide services to English Language Learners. PS 19 has scheduled in for our school year an ELL collaboration period for staff members to meet. We have two classes on a grade, a general education class and an ICT class thzt are heterogeneously mixed. During our 90 minute ELA block there can be up to three teachers in the room to support our ELL students. Our ELL population are heterogeneously mixed in the classrooms. Students at the beginning, intermeidate and advanced level follow push-in model/ pull out model to align with grade appropriate curriculum. If it is a push in model the ESL teacher does so during the ELA block.

In accordance with the CR Part 154, beginning and intermediate ESL students are receiving 360 minutes per week 8 periods a week for 45 minutes and advanced students are receiving 180 mandated minutes approxiametely 1 period a day. An ESL teacher is on staff to provide and support the instructional minutes. In addition our Spanish teacher has obtained an ESL license is and working with our ELL students this year to ensure the students receive the andated number of instructional minuts. At P.S. 19 all students receive the mandated 90 minute literacy block and math block dailyfive days a week. Our ELL population receives the support with a direct pushing with our ESL teacher during daily the literacy block to ensure no interruption of instruction. Depending on the individual performance level, it is determined whether it is for the entire block the children receive the support of the ESL teacher. In additon we do have some students that are pulled out for the minutes based on the need. The majority of our classes that have an ELL population have 2 teachers presented during the literacy and math block. During our extended day period our ELL population is grouped according to level of performance for intense instruction and support of language acquisition in small groups.

3. 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.

All content area is delivered in an instructional program that ensures academic rigor. In addition to our 90 minute ELA and math block,all students at P.S. 19 receive instruction in science, social studies, technology and the the arts. Each classroom has a leveled library for students to utilize.This service is given in four 45 minute periods a week. THis year we have purchased new CCLS ELA and Math curriculum to align to the CCLS. These materials have supports for ELL students that are built into the daily instruction. Kindergarten to 8th do labs once a week in the classroom. Science and social studies leveled libraries have been purchased for each classroom and curriculum has been aligned for all studetns to access. Our elementary science teacher utilizes ESL strategies for her instruction that have been shared out during grade conferences and professional development. Weekly experiments are provided schoolwide and the ESL teacher will further support the units of studyduring her instruction. Students are guided in small groups the work on language development both verbal and written. We also provide laptops to our newcomer students in ELA, science, math, and social studies. Here the textbooks are available online along with a websitetutorials that support the content. As a staff we really heavily on google translate for our middle school newcomers and all learners.Unfortunately, several languages are not available in the textbooks or trade books and the teahcer will summarize/take notes then translate using Google Translate for the students. Technology is used on a daily basis in our classrooms. Each room is equipped with a smart board where lessons use visual support in the content area to support student learning. Video moodule are utilized to teach content using visualand auditory support .In additon to the above support for content area, our K-8 teachers follow the recommended NYC DOE pacing calendar for social studies and science. Several trade books, in addition to our core curriculum program from Houghton Mifflin, were purchased for our ELL population to support units of study. These trade books are supported with photographs, timelines, maps, and easier readability for our ELL students. During our weekly grade

conferences strategies are shared in terms of best practices for our ELL. In addition we receive support from our Network ELL Achievement Coach.

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

For the state exam, translated copies are provided for ELL students. If there is not a translated version, we bring in a translator for the exam. Teachers request that materials are translated from the DOE and also utilize Google translator. Several of the content areas are using project based assessment for students. That require hands on approach to learning.

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

Firstly, we looked and ensure that all our curriculum is aligned to the CCLS. In the programs we use there are assessments that are completed in each modality. The ESL teacher using informal assements furing instruction such as checklist, exit slips, and observations notes to progress monitor students. This information is shared with the classroom teachers and the classroom teachers share his/her assessmetns with the ESL teachers. Reading and writing is evaluated at minimum 4 times a year depending on the grade level. Listening and speaking is done more through informal observations by the classroom teacher and the ESL teacher. THis data is shared at our weekly Inquiry meetings that address our schools subgroups.

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

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

c. During the daily 90 minute Literacy and Math block all ELL students are receiving the support of two teachers in the classroom. We have started a new ELA program for grades K to 5 called ReadyGen and 6-8 is using Expeditionary learning. In math we are now using G MATH and CMP3. These programs have online tutorial s to support student learning. Math games are used to reinforce basic skills along with a problem of the day for higher order thinking skills. Impact mathis supported for our ELLs with two teachers using the website and small group instruction based on needs. All ELL and transitional ELLstudents are in our extended day program in group sizes less than six. Each teacher works with the ELL students focus specific skills and strategies using the provided data to drive instruction. Technology is widely used in all classrooms to support all our ELL students in all content areas. Each room is equipped with smart boardsand digital image projectors to provide visual, auditory, and kinesthetic support to our students. Classrooms are set up withlaptops to further the learning modalities of ELA.

d. Our long term ELLs are in a hetrogenous classes that have the support of two teachers during the literacy and math block. They are receiving the support in writing, an area of weakness for students. We provide several opportunities throughout the year to engage the parents his or her child's learning-orientations, celebrations, progress report meeting, report cards, and parent workshops.

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

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?

Teachers across the grades and content areas use a variety of instructional strategies to provide access to academic content areas and accelerate English language development. The use of visual presentation is an emphasis for our ELLs which can be streamlined through the Smart Board using video clips, photographs, and readability of text using articles that all pertain to the topic/content being taught. In addition ELL students are partnered with high performing, articulated students who reinforce instruction. Nonfiction libraries have been purchased for content areas across the grades. Here the teachers work on teaching students strategies to support them as readers during guided reading and conferences. Students are encouraged to turn and talk with partners. Accountable talk is present in all classes and all content areas. Each class now has new ELA and Math curriculum materials. For the ELA all students are using the same anchor text which is heavily supported by the teacher during a first read (read aloud) students then access the text during a second read, with partners if necessary, to answer text specific questions. The math materials have been designed for differentiated instruction through 3 tiers of intervention. The program also offers online tutorials and supports which students have access to in school.

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?

The school has worked on a program that encourages collaboration with the staff. All teachers are provided a collaboration period to work with staff on planning for instruction. This occurs across grades and curriculum. Lesson plans incorporate ELL strategies and differentiation for all learners. In addition to this we have weekly Special Education meetings with all the special ed teachers and service providers. The school has developed curriculum calendars in content areas that are constantly being reviewed and revised based on student progress. From K through 8th grade we have double blocks daily for literacy and math. Our ELL-SWD are following an ICT model to ensure access to the general education curriculum but now have the support of two teachers. This allows teachers to provide small group instruction based on the needs of the lesson. In addition, this year our extended day is on two days for longer blocks of 45 minutes to ensure consistency and more time on task. All our ELL students are with their peers during the math and literacy block with support of another teacher in the room.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

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

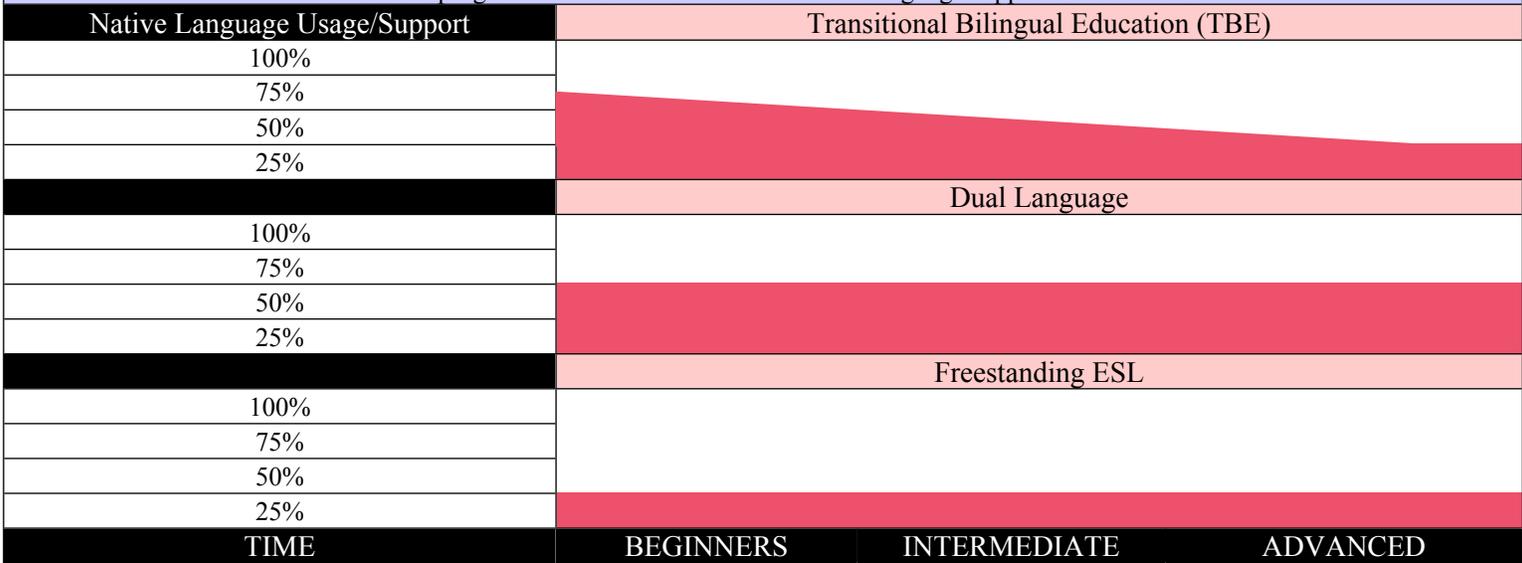
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- All students that are targeted for intervention attend a 90 minute literacy and math block with the support of two teachers. During this block the ESL teacher pushes in for additional support. Each classroom is equipped with a smart board, digital image projector and 4 laptops. This provides the tools teachers need to implement ELL learning strategies (visual, auditory, etc....) In our K-3 classes we use Foundations. For students that have a need they are "double dosed" in the program. For grades K - 8 we also use a program called Leveled Intervention for guided reading. This is done in addition to the ELA block and is done by our AIS teacher. At 19, we work on matching programs to students not students to programs. Steps for our intervention programs range from Tier I to Tier III supports. Lower grade teachers send home packets with each student to support class work. Students are assessed formerly monthly and placed in strategic reading groups based on needs. Assessments occur throughout the day informally by the teacher conferences, checklist, exit slips, etc. We also have weekly RTI meetings that we discuss and monitor the progress of our students. Each grade has collaboration periods for data inquiry groups, monitoring student progress and sharing "Best Practices". All students have progress monitoring folders that are used to record the data.
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, programs that we currently have used and will continue with are Imagine Learning. Last year the program was used in the K to 3rd grade classrooms and for some upper grade newcomers. Of the 18 students who used the program, continuous gains were monitored in the program. In addition 18 out of the 18 students had moved proficiency levels on the NYSESLAT. The other programs (ReadyGen, F & P Leveled Literacy, Expeditionary Learning, GoMath, and CMP3) are new and will be closely monitored for student growth.
11. What new programs or improvements will be considered for the upcoming school year?
- We are looking at bringing in Foundations as a class program for K - 3. We will be providing double the instruction for the students who have a need in phonics, encoding and decoding. For students that struggle with reading we will now be using Fountas and Pinnell Leveled Literacy guided reading for grades K to 5. Last year we used it in grades 1 and 2 and the majority of the students moved 3 reading levels after a 8 week cycle. We are really looking to bring in a stronger writing program for our students in 3 - 8. In the past we had used Teachers' College but have decided to use a proven researched based program. This year we have invested in the Fountas and Pinnell Leveled Literacy Intervention for all class in grades K - 5. Our ESL teacher is using it with her advanced/ intermediate students in grades 1, 2 and 3.
12. What programs/services for ELLs will be discontinued and why?
- Last year we used a program called RAVE for our upper grade students and found that students obtained minimal gains and missed in class instruction. We looked to purchase and/or train our teachers in a program that addressed the needs of all learners and not separate them from the class.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At PS 19 we are limited in the programs offered to our students. For the 2013 - 2014 school year we will have teen center, test prep, and a high school prep course to all our students depending on grade level. Every child receives an invitation and is encouraged to attend. All are ELL students invited to our extended day program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As discussed previously, technology is used to support our ELL during instruction. Each classroom is equipped with a smart board and digital image projector for interactive lessons, visual and auditory support for our students. 4 laptops are in each classroom along with a state of the art computer lab. This year we have purchased an additional 30 laptops that are in carts that can be wheeled into the classroom. Laptops are used for various tasks. Students use them to access websites that support language acquisition. EDUplace is used to provide fountas leveled text with auditory support and Imagine! learning. Many of our newcomers use the laptop for the writing process and to assist in translation in Google Translator. Also the Smartboards are used for visual and auditory support for students that provides video components on topics. Imagine learning will be used in grades K to 5.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our largest population of ELLs are Albanian as is our ESL teacher. PS 19 has a ESL model schoolwide. Our ESL teachers are able to support them in native language development (spanish and Albanian). We also utilize Google Translate as a support in the

classroom along with translators when available. Students are peered with other students who are dual language. In addition we rely heavily on visual supports through the content libraries and video presentation.

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

All required supports and resources are age and grade level appropriate. Due to the fact that we are a K to 8 building we are required to purchase various programs which at time might appear inconsistent. Our newcomers in 1st have very different needs and awareness than or 8th grades. Our goal is for the students to access the gen'l ed curriculum but at times it is necessary for students to be pulled out of the instructional classroom.

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.

All new families are introduced to our school community including the principal, assistant principals, the parent coordinator, health intern, and the pupil accounting secretary. They are given an opportunity to tour the school building and to meet their teacher for the upcoming school year. In order to assist newly enrolled ELL students before the beginning of the school year we hold an orientation with the parents to familiarize them with PS/MS 19. We offer workshops throughout the school year for parents. In addition, we buddy up our new ELLs with academically successful, articulate students to assist them in the school day. Other support staff that we utilize is our guidance counselor and SAPIS worker as a person that checks in with the students on a daily basis.

18. What language electives are offered to ELLs?

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

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)?

Paste response to questions here:

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. All staff at P.S. 19 participate in a rigorous, professional development plan. Our assistant principals and pupil personnel secretary, participate in professional development offered by the DOE in regard to training for registration, compliance and ATS coding of ELL students. Each grade and teacher has prep period to ensure collaboration. As a school we have a weekly Special Education, RTI, data inquiry, and professional development meeting which we are fortunate to have our ELL teacher be a part of the majority of the committees.

2. With the support of our network, our ELL teachers receive on-site staff development from the ELL specialist and will attend Network workshops whenever offered. Our ELL teacher also attends seminars geared towards the ELL population and DOE offered workshops. Our teachers of ELL students attend workshops from our Network to support our ELL population. Teachers this year have had a year-long plan to attend PD offered through the new curriculum companies- ReadyGen, Expeditionary, GoMath and CMP3. We have monthly PD meetings where staff turn keys from meetings they have attended.

3. Our guidance counselor works closely with our staff in assisting students with the transition to high school. She holds a parent workshop twice a year and goes in to the classroom for articulation along with individual student conferences. Students in 7th grade begin the high school process by having a weekly class with the guidance counselor. In addition, we have a high school fair in October for all students.

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

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?
 1. We understand the importance of welcoming new parents into our school community. Our Parent Coordinator and the Parents' Association are instrumental in providing school information for new parents, especially parents of ELLs. Our ESL teacher, classroom teachers, and all support personnel put forth every effort to ensure that our parents are consistently updated regarding student achievement. We have staff members who serve as translators (Albanian, Spanish) for parents during meetings, especially Parent-Teacher conferences, phone calls, IEP meetings, High School articulation meetings and for any occasion where needed. In addition, we have a school website to enhance communication with all parents. Workshops are planned throughout the school year based on surveys and questionnaires. We offer a family math and literacy night yearly for all families. We also host the open school week in November, a parent orientation in September for parents, various workshops throughout the school year, and school celebrations (publishing celebrations, honor roll, and performances). This year we will also be offering afterschool workshops for ELL parents based on topics received from a parent survey.
 2. As a school we have had an ongoing partnership with Columbia University Teachers' College. As an institute they provide workshops for parents throughout the school year addressing literacy. In addition to this we are affiliated with the Woodlawn Taxpayers Association who support our school with service awards, school facilities, and fundraisers and is open to all parents. Monthly meetings for all parents are held the second Tuesday of the month to support all Woodlawn families. We also are affiliated with the Woodlawn who offer an after school sports program for all our students.
 3. One key piece we use to evaluate our parents' needs in the Learning Environment Survey. In addition to this we send out parent surveys to obtain information on how we can best support them through workshops, communication, and student progress. Our principal attends all the Parent Association meetings and our School Leadership Team is key in putting forth parents' needs to administration.
 4. The majority of our parental involvement activities arise from parental requests that are obtained from the above scenarios.
Paste response to questions here:

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 19 Judith K Weiss

School DBN: 11x019

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Timothy Sullivan	Principal		11/12/03
Ellen O'Brien	Assistant Principal		11/12/13
Doris Wade	Parent Coordinator		11/12/13
Spheresa Gjidija	ESL Teacher		11/12/13
	Parent		11/12/13
Todd Wagner	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		1/1/01
Kathleen Mallon	Coach		11/12/13
	Coach		1/1/01
Kim Alagarin	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x019 School Name: PS 19 Judith K. Weiss

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

During enrollment ELL students are identified through the Home Language Survey as outlined in the LAP. The information is then input into the ATS system for easy identification of language translation needs. We also send home a language preference survey to families which we then provide them all school notices in their language of choice. In addition, we have our own website that has translated documents and access directly to Google Translate for parents. We also use the DOE Translation Department to translate important notices and general school information. Additionally, we have staff available to translate as needed—Albanian, Spanish, and Chinese. Our Parent Coordinator works closely and effectively to ensure that translation needs are met. As new students enroll, the number of families requiring written translations fluctuates. As of now, oral translations are provided to approximately 10 families in Albanian and 2 in Spanish, even though they indicated that English is the primary language spoken at home. The PS 19 school community is informed by the administration and office personnel search out in-house staff for oral translations on an as-needed basis.

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

Through a school survey, parents have requested written translation in 3 primary languages—Albanian, Arabic, and Spanish. A total of 8 families requested oral interpretation during conferences, parent meetings, and workshops. In addition, we have discovered through surveys and informal conversations that more orientation meetings need to be provided for parents throughout the school year to foster communication with non-English parents and provide necessary information to them regarding school matters. Additional outreach is needed for the High School enrollment process as a need for our school. In discussing these matters we have scheduled visitation by High Schools to come to PS 19 to assist in the decision process and additional meetings for ELL parents of 6th and 7th graders. We also found that parents were not aware of why certain notices or calls were being made home, so we purchased the School Messenger system that is available in several languages of the parent's choice. As new students enroll, the number of families requiring written translations fluctuates.

Part B: Strategies and Activities

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

Several of the letters are provided translation directly through the DOE website. We have worked on training our office staff on how to access these documents regarding school matters. Several of the classroom teachers utilize google translate to provide written communication in parents' native languages. All documentation for ELL parents go home on the same date that it does for the remainder of PS 19 community. We also found that parents were not aware of why certain notice or calls were being made home, so we purchase the School Messenger system that is available in several languages of the parent choice. As new students enroll, the number of families requiring written translations fluctuate.

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

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

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

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

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: PS 19 Judith K. Weiss	DBN: 11x019
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school day
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input 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: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on our data from the NYSESLAT and the NYS math exam, we continue to have a need for support for our ELLs in mathematics. The instructional program will work on addressing the needs of individual ELL students in mathematics and aligning in-class instruction to bridge the gaps in the new CCLS. Several of our ELLs that struggle in math have not yet mastered basic math skills. Often these are standards that have been addressed in early childhood and they have had minimal exposure. Presently, we offer support not only through the ESL program in our building, our K through 5 grade students are using Imagine Learning outside of the ELA 90 minute instruction block and the ESL instruction. In addition, all our ELL population is attending extended day for ELA instruction. Their program is based on their individual need whether it be phonics, fluency, comprehension, writing, etc. With this in mind we need to address the area of mathematics and fill in the academic gaps for our ELL population. Our Title III program will target ELL students in grades 2 through 7 during the instructional day. In the past we have had afterschool and before school programs for our students and had extremely poor attendance. Due to this we will be implementing the program during the school day. An additional certified math teacher will be working per diem 2 days a week with the general education teacher and the ESL teacher. The 22 targeted students are beginning ELLs in the reading and writing portion of the NYSESLAT. In addition, these students scored a level 1 or low 2 in the 2012 NYS Math exam. For the students in nontesting grades, a baseline was administered in September using the Coach Exam. ELL students who obtained a level 1 and identified by classroom teachers will be targeted for grade 2. Math teacher, ESL teacher, and the classroom teacher will continue to revise the curriculum to meet the needs of the student. The program will work on planning instruction that will meet the needs of the students and align to grade level standards. Six iPads will be purchased for the ELL students for reinforcement of skills and concepts taught. We will look to use the iPads as a learning tool for our students in addition to our program. iPads will be not only a motivator but a tool that will assist the student in monitor his or her own progress.

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: We continue to receive the support from our Network and Teacher's College in professional development for our teachers in ESL methodology. Our K-3 staff developer from TC has 7 days in our building working with our staff. ESL strategies are presented during the workshop alongside the labsites. During the labsites, the staff developer models strategies in working with our ELLs. Our 4-8 TC staff developer will be working with our staff 11 days this school year both in and out of the classroom. Several of the strategies for ELA apply to instruction in mathematics and across all content

Part C: Professional Development

area. In addition, we have 30 calendar days a year at Teacher's College that varies staff members attend. All teachers working with our ELL population will receive training this school year from our Network 607 ELL Achievement Coach, Yluicha Jaquez. This training will occur during the instructional day for 3 days throughout the school year. Coverages will be provided by the ATR assigned to our building. Lastly, a period will be provided for the classroom teacher, ESL teacher, Spheresa Gjidiya, and the math teacher, Margaret Torney, to collaborate on not only student progress but the professional growth of the teachers. We will be utilizing the instructional day for professional development. We are seeking to utilize funding from Title III for per diem and instruction support materials.?????

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the school year all parents are invited in for grade orientation presented by the classroom teacher. Our ESL teacher is present for the meeting for students who are receiving the services. Several workshops are planned throughout the instructional year for all parents on various topics based on school needs such as Helping your Child Succeed as a Reader, New CCLS, State exams, etc. Three other workshops are planned during the school year for ELL parents in particular. These workshops are presented by our ESL teacher, Ms. Gjidiya, along with our literacy coach and math teacher. The parents of students targeted for Title III will be offered a parent workshop explaining the supplemental program and its goals. Our guidance counselor, Kim Algarin, provides several workshops and one-to-one sessions for our 7th and 8th grade students on the High School process. All parents are notified by letters sent home in their native languages. In addition, we have a parent notice board in the main lobby to inform parents of upcoming events. Lastly, our PS19.us webpage posts all school events, notices, and teacher pages, they can access. Our parent coordinator, Ms. Wade, is an additional support we have for our families.

Part E: Budget

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

Allocation Amount: \$0

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 	\$8368.38	Math teacher will be hired per diem. 1 teacher x 54 days (154.97) totaling

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$2,793.	7 Ipads x \$399 = 2793- Ipads will be used for math supplemental support to reinforce basic math concepts.
Educational Software (Object Code 199)		
Travel	0	
Other	0	
TOTAL	\$11,161.38	