

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

14K019

School Name:

P.S.19 ROBERTO CLEMENTE MAGNET

Principal:

ANGELA OLDEN-CAMIOLO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 14K019
School Type: Public Grades Served: 5
School Address: 325 South 3rd
Phone Number: 7183878554 Fax: 7187822446
School Contact Person: F. Camiolo Email Address: acamiolo@schools.nyc.gov
Principal: A. Camiolo
UFT Chapter Leader: Donna Campisi
Parents' Association President: Mary Hernandez
SLT Chairperson: Laura Keppis
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward St., Brooklyn, NY 11206
Superintendent's Email Address: AWinnici@schools.nyc.gov
Phone Number: 718.302.7600 Fax: 7183027978

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Camiolo	*Principal or Designee	
Donna Campisi	*UFT Chapter Leader or Designee	
Mary Hernandez	*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	
Sonja Mejia	Member/ Co-PTA President	
Laura Keppis	Member/Guidance Counselor	
Tanzin Norbu	Member/ PTA Treasure	
Lismyli Ramos	Member/ PTA Secretary	
Elisa Lopez	Member/ Parent	
Jessica Nieves	Member/ Teacher	
Jacqueline Calabro	Member/ Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, 	

students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Develop a narrative summary that includes:

- 1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.**

The school P.S.19 Roberto Clemente is a school that is phasing out at the end of the school year. The school is located in the Williamsburg community which has gone through a transition over the last 5 to 10 years. The entire student body consists of 99% Hispanic origin, and 1% other. We have 99% of our students receiving free lunch. We currently have 59 students attending our school. Our school in the final phase out year consists of one administrator; six teacher; two paraprofessional; two school aides; a shared social worker; and a shared school psychologist. The school instructional program consists of three classes-one general education class, one ICT class; one Self-Contained class; one ESL teacher; one SETSS Teacher. Throughout the school year, new students are admitted from other countries that are classified as ELLs, and receive ELL support services.

The student body has participated in Ballroom Dancing for the past three years. The students have place first and second in the competition for the past two years, receiving the gold and silver trophies. In addition, our students have been offered dance scholarships by Ballet Hispanico for the past two years. The school started a basketball and cheerleading team last year that has traveled throughout the district competing with other schools. The students participated in a student program offered by the United Nations as an opportunity to obtain a deeper understanding of the concept of Peace Builders. Students participate in community service projects throughout the school year- by the collection of donations; student council recycling team; and giving to the HEIFER fund for third world countries. Each year the school has celebrated cultural awareness with our family's multicultural luncheon and multicultural performance. Our parents consistently attend the various trips that the students take to museums, cultural sites, and bowling. Our students have participated in various art poster competitions and won major awards for their art work. For example, 5 students won gift certificates from the state for their art work projects.

The school has had a long term relationship with the St. Nicholas Alliance Afterschool Program (COMPASS). The director allows the youth counselors to work alongside teachers to decrease the adult to student ratio in the academic support program afterschool. The youth counselors have become a part of the afterschool tutorial program for PS19, as well as, the sports character building program.

It is the goal that every child be a competent user of technology. In order to accomplish this goal, every student has access to their own personal laptop. Teachers and students receive a monthly session with the technology professionals Tech4Learning. The Share program is implemented in the classroom with the students and teachers. The literacy program Expeditionary Learning is used as the focal point of topics for the students to explore using technology. This year the teachers are using an interactive writing notebook with the students using the Expeditionary Learning Notebook.

The mission statement-

PS 19 Roberto Clemente is a school where all students are considered as capable and competent learners. All students will engage in rigorous instruction that will prepare them to be lifelong learners. Students bring to the school community a wealth of cultural diversity and experiences from their native cultures. We will prepare our students to be college and career ready through the performance-based learning activities that expose them to real world knowledge. All students will participate in technology-based programs that will help them to establish competent technology usage skills. We will engage our parents in the learning experiences of their

students.

2. School strengths, accomplishments, and challenges.

The school has grown as a learning community that focuses on the needs of students and families. The Staff have embraced the instructional shifts presented by the CCLS. Teachers are making strides towards operating as facilitators of learning, and moving away from the total direct instruction model. All students have laptops, and participate in the Tech4Learning program which allows them to build an integrated website to share a literacy curriculum topic. The parents feel welcomed by the staff and administration to share their concerns and/or celebrations with the school. Our Newcomer ELLs participate in a technology based afterschool program that is geared specifically towards their social needs as learners.

The challenge for the school is to develop our student's mastery skills needed for standardized testing assessments that are mandated measures of student success. The writing curriculum is being augmented by the 6+ 1 Traits Writing program, in an effort to improve our student's writing skills when responding to complex text. The teachers continue to learn how to address the needs of their students in the area of Tier 1 and Tier 2 services. In addition, the ability to significantly address the needs of the lowest 1/3 of the student population continues to be a challenge.

3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our students have made the most grow in the area of mathematics using the newly implemented "Go Math" program. In the area of literacy, the challenge continues to be in the area of student writing, and vocabulary acquisition. The key focus for the upcoming school year will be in both areas of reading and mathematics. The school will focus on the reading standard RI.5.1 which encompasses reading with the purpose of identifying and responding to Key Ideas and Details from the text. The literacy program Expeditionary Learning targets RI.5.10 which requires students engaging in a close read of a text. The school will use various vocabulary strategies to support our ELL learner in the development of vocabulary acquisition.

Teachers will continue to receive literacy and math support from the coaches from Generation Ready. Teachers will engage in PD during the extended day block of 80 minutes, in addition to receiving differentiated support for new and experienced teachers. Teachers will continue to meet and plan as a team each week. A few teachers will continue their Inquiry Team work with a target on student writing skills, and looking at our current writing program. The Network will implement RTI training that is being requested by the teachers to assist them with addressing student learning, and to assist them with addressing intervention strategies.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

(ELA)

Last years’ NYS ELA Exam, Current Periodic Assessments, and performance tasks indicate that students continue to struggle with Key Ideas and Details, vocabulary, and written response to complex text. We have procedures in place to share students’ goals and objectives with parents.

- Teachers Teams will continue to develop a deeper understanding of how to effectively use of Tier 1 and Tier 2 scaffolding techniques based on a triangulation data- assessment, observations feedback, and student conferences
- Use Questioning and Discussion Techniques that elicit elicits student understanding.
- Engage students in Learning task that are rigorous and interactive
- Use Assessment in Instruction to monitor student understanding.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(ELA)

During the 2014-2015 school year 75% of all students will improve their ELA skills as measured by a 1.0 year gain in the New York State Standardized ELA assessment from 2013-2014 NYS standardized ELA assessment. 2014-2015. Teachers Teams will Design Coherent Instructional lessons aligned to the CCLS and ELA curriculum. Teachers Teams will also utilize additional instructional resources to implement rigorous instruction and develop students’ deeper understanding of complex text as indicated in the CCLS- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarizing the text. The focused novel is shared with all parents as an added home support.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., 			

<p>verage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>(ELA)</p> <ul style="list-style-type: none"> Students will complete Common Core-aligned writing activities that correspond to the content in their Expeditionary Learning curriculum. This practice will familiarize students with the nature of the tasks and activities present on state performance examinations in order to facilitate the strengthening of student skills and writing strategies. In addition these activities will foster a deeper understanding of the curriculum content through an increased interaction with this material. Students will write notation entries into their interactive note books for Expeditionary Learning. Teachers will use this tool to integrate literacy and technology. Rally Rehearsing for the Common Core Standards is a skills- based program, which will be used to supplement our students’ understanding of the Common Core Learning standards. This instructional support program will begin January 2015 and end May 2015. This program is an extension of the afterschool tutorial program being offered to our students twice a week in afterschool. Students’ skills will be supplemented as well through the use of close reading activities followed by text-based questions that reflect the expectations and format present on the New York State Examinations. Teachers and students will use the Traits Writing program which is a research based Writing program that leads to focused instruction, establishes clear learning goals, uses a shared vocabulary to talk about writing and target specific skills. Traits Scoring Guide will be used to assess students’ writing and provide specific feedback for current and Future progress. Traits program provides 	<p>(ELA)</p> <ul style="list-style-type: none"> Students at or above grade level will receive instruction that maintains and strengthens their ELA learning. Students performing below grade level will receive AIS support. 	<p>(ELA) September 2014 to June 2015</p>	<p>(ELA)</p> <ul style="list-style-type: none"> Principal Network 612 Math Coach Classroom Teacher SETSS Teacher ESL Teacher

<p>differential support through small group instruction, partner grammar and usage check to expand the needs of the ELLs.</p> <ul style="list-style-type: none"> • Expeditionary Learning curriculum will support the development in alignment with the Common Core State Standards of students with disabilities and English Language Learners by engaging students in the process of building background knowledge, modifying lessons to meet students’ needs, and participating in reading and writing. Text will be obtained in Spanish, and on audio tape to allow all students access to the text materials. These tasks will be integrated with technology through specific components: Tech4Learning and Expeditionary Interactive notebooks. • Literacy Coach provides Demo lessons based upon teacher request, administrative observations. Literacy Coach provides a fishbowl small group activity lesson, using students selected by the teachers. • Parents will be provided with a copy of the text that is the focus literature for the curriculum. This will be packaged in a welcome package with a note indicating our desire to engage the parents and/or guardian in the curriculum objective. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- (ELA)
- Principal
 - Network 612
 - ELA Coach
 - Classroom Teacher
 - ESL Teacher
 - SETSS Teacher
 - 20 minutes modified to the schedule

- Traits Writing Program
- Share- Tech4Learning
- Expeditionary Learning
- Rehearsing for the Common Core Standards- Reading
- Next Steps Guided Reading Assessment- Scholastic
- Building Vocabulary from Root Words for homework
- Laptops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

(ELA)

Expeditionary Learning monitors progress through on- going assessment:

- Mid-unit Assessment
- End of the Unit Assessment
- Final Performance Task
- Periodic Assessments, November

EL Checking for comprehension tools

- In addition, throughout the year there are ongoing assessments which include anchor charts, Entrance Tickets, Exit Tickets, chapter re-writes for comprehension, and teacher observations.

Students will be assessed at the beginning, middle, and at the end of year with the DRA

- Self-monitoring, fluency, vocabulary, and comprehension to assess instructional levels.

Next Steps Guided Reading Assessment

- Provides students’ strengths and instructional reading levels needed for small group instruction.
- Selected texts and focus teaching supports teachers.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

(RTI) In the past two years we have significantly decreased principal’s and superintendent suspensions. In our current year we have 0 suspensions. Our goal is to maintain the continued decrease in OSYD -OORS incidents in the cafeteria and the gym which have been our main concerns. We had one level 1 incident last year and 0 this year. We will continue family engagement in student behavioral support.

(COUNSELING)

Academic Intervention Service (AIS)

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

Criteria for determining AIS services:

SIT team meets biweekly to discuss concerns teachers may have about the academic and social emotional development of students considered for at-risk services. The team reviews the student’s capacity and quality of work, teacher recommendations, and parental concerns.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(ELA)

During the 2014-2015 school year 75% of all students will improve their ELA skills as measured by a 1.0 year gain in the New York State Standardized ELA assessment from 2013-2014 NYS standardized ELA assessment, and NYSELSLAT 2014-2015.

(MATH)

During the 2014- 2015 school year 75% of all students in the 5th grade will improve their math problem solving skills as measured by a 1.0 year gain in the NYS standardized math test from the 2013-2014 NYS standardize math test.

- Teachers Teams will effectively use RTI strategies Tier 1 and 2 based on data assessment, observations, and conferences.
- RTI teachers will design research based supplemental instructional lessons aligned to the CCLS, ELA and MATH Curriculum.
- RTI teachers will also utilize additional instructional resources to implement rigorous instruction and develop students deeper understanding of complex text as indicated in the **CCLS RI5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; **RI5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; **4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; **4.OA.3** Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in

which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding, and **math vocabulary**. Positive strategies will be implemented on an ongoing basis to promote confidence, positive attitude, and high self-esteem for at risk students.

(COUNSELING)

During the 2014-2015 school year 75% of the at -risk students will reach their goals which include coping skills, communication, self-esteem improvement, time management, and assist with transition for new comers .

- We use the program Respect for All which teaches students to communicate, cope, and cooperative problem solving. Students participate in role playing through games and skits in order to achieve their goals. These services are delivered through small group, one-to-one, push-in, and pull-out.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>(RTI) Tier 2 instructions will provide additional support for ELLs and SWD students through re-teaching of concepts and content in a small group. Instruction is effectively linked with the Expeditionary Learning, Traits Writing Program, Guided Reading Kits, and RALLY ELA/MATH. The assessment tools include running records, guided reading, and Periodic Assessments which will be used to develop appropriate modified lessons to analyze students’ progress and change accordingly.</p> <ul style="list-style-type: none"> • Expeditionary Learning- Vocabulary through the curriculum is developed through teacher explicitly explaining and providing opportunity for student interaction. Student will add to their knowledge by creating student dictionaries with their own meaning, and pictures. 	<p>(RTI)</p> <ul style="list-style-type: none"> • Students at or above grade level will receive instruction that maintains and strengthens their ELA learning. • Students performing below grade level will receive AIS support. <p>(COUNSELING)</p> <ul style="list-style-type: none"> • Students at 	<p>(RTI) September 2014 to June 2015 (Counseling) September 2014 to June 2015</p>	<p>(RTI)</p> <ul style="list-style-type: none"> • Principal • Network 612 • ELA Coach • Classroom Teacher • ESL Teacher • SETSS Teacher <p>(Counseling)</p> <ul style="list-style-type: none"> • Guidance Counselor • Psychologist • Social Worker

<p>Students produce anchor charts to retell key details and track self-monitoring.</p> <ul style="list-style-type: none"> • RALLY ELA and MATH – This program targets specific domains. • Guided Reading Assessment – This assessment is used to assess students in reading fluency and comprehension. The data is used and tracked three times a year to develop guided lessons for ELLs and SWD • Small Group Strategy Lessons – This is a structured and multimodality teaching to target decoding skills, sight words, and vocabulary development, oral reading fluency, encoding and sentence writing skills to students struggling with reading skills. This is taught during the school day in small groups. • 20 minute AIS small group instructional time embedded into daily schedule to target specific skills. Instruction will provide additional support for SWD students and students at risk through re-teaching of concepts and content in a small group setting. • Afterschool ELA/Math Tutorial Program Two Days a week, (Starting October 2014 –April 2015)- Differentiated Small Group Instruction • Rally-Rehearsing for the Common Core (Beginning in January) • Sports – Coed Basketball Team • Theatre • Family Cultural Events • Dance <p>(COUNSELING) When the service is provided (e.g. during the school day, before or after school, etc.) Groups and individual AIS intervention is conducted during the school day.</p>	<p>Risk. The SIT Team reviews cases which are suggested by teachers due to student’s lack of educational and social emotional needs.</p>		
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal
 - Network 612
 - Classroom Teacher
 - SETSS Teacher
 - ESL Teacher
 - Guidance Counselor
 - SBST
 - 20 minutes modified to the schedule of small group instruction
 - Traits Writing Program
 - Share Program
 - Go Math!
 - Expeditionary Learning
 - Rehearsing for the Common Core Standards- Reading/Math (January 2015)
 - Next Steps Guided Reading Assessment
 - Building Vocabulary from Root Words for homework
 - Laptops
- (Counseling)
- Board Games
 - Books and lessons for Counseling Elementary Students
 - Respect for All Curriculum

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

(RTI)

- DRA2
- NYC ELA/Math Periodic Assessments
- Ongoing Assessments: Scholastic Impact Reading Assessment
- Quick Writes
- Teacher observations
- Teacher/Student Conferences
- Math Mid-unit Assessment
- Math End of Unit Assessment
- ELA Final Performance Task
- Expeditionary Learning Checking for Comprehension Tools
- Entrance Tickets
- Exit Tickets
- Chapter Re-writes for comprehension

(COUNSELING)

- Observations By Guidance Counselor
- Conferences with Guidance Counselor

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

(Teacher Professional Development)

Last years’ NYS Math Exam and ELA Exam, Current Periodic Assessments indicate that we need to improve our development of coherent instructional practices that will improve student learning.

- Teachers Teams will continue to develop a deeper understanding of how to effectively use Tier 1 and Tier 2 scaffolding techniques based on a triangulation data-assessment, observations feedback, and student conferences.
- Use Questioning and Discussion Techniques that elicits student understanding.
- Engage students in Learning Task that are rigorous and interactive
- Use Assessment in Instruction to monitor student understanding
- Provide positive strategies and intervention to promote positive behavior

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Teacher Professional Development)
(PD)

During the 2014-2015 school year 100% of all teachers in the 5th grade will engage in professional development weekly that allows them to build capacity, and improve their ability to deliver coherent instruction practices

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students 			

<p>with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>(PD)</p> <p>Professional development will provide teachers with support to develop a rigorous instruction program that is aligned to the CCLS, encourage collaborative teacher practice, provide teachers with RTI/AIS and ELL teaching strategies, inform teachers about SIT goals, and build strong family-community ties. Professional development will support teachers in raising standardized reading test and math test scores.</p> <ul style="list-style-type: none"> • Principal Professional Development- • Network 612 Professional Development- • Math Coach Professional Development- • ELA Coach Professional Development- • Teacher Led Professional Development- 	<p>(PD)</p> <ul style="list-style-type: none"> • Classroom Teachers • SETSS Teacher • ESL Teacher 	<p>(PD)</p> <p>September 2014 to June 2015</p>	<p>(PD)</p> <ul style="list-style-type: none"> • Principal • Network 612 • Classroom Teachers • SETSS Teacher • ESL Teacher • Guidance Counselor • SBST

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<p>(PD)</p> <ul style="list-style-type: none"> • Principal • Teachers • SETSS Teacher • ESL Teacher • Guidance Counselor • Parents • SBST • ELA/MATH Coach • Network • Superintendent

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Principal- Progress will be monitored by walk troughs, informal observations, and a final formal observation, Coach Feedback, Talent Coach feedback, Network support.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The PS19 school community is in the last year of the Phase-Out process. The school was targeted for closure in 2011. I arrived at the school in 2012 school year. The school has been in a constant phase of transition each year, due to the elimination a grade each year. The school is currently providing educational learning services for 59 students. We consist of a staff of twelve, which range from teachers to support staff. There is no Assistant Principal, or secretary currently at the school. The school environment is welcoming to parents and staff. I have an open door policy to staff, students and parents. Although we have established reading and math curriculums, parent engagement activities, and student empowerment through the arts and technology, the academic proficiency continues to be a challenge based upon standardized testing. Our current student population consists of one general education class; one ICT class; and one Self-Contained Class.

- Teachers are able to work collaboratively to plan lessons, and explore the student learning objectives. Teachers are developing in their understanding of how to use the data collected effectively in their instructional delivery. The Danielson Frameworks has become an active component of their lesson planning, and professional development model. All teachers are allowed to indicate what their needs are as professional learners. Teachers are provided with differentiated opportunities to address their learning needs as well. Teachers are allowed to author and present the weekly professional learning events.
- Each year, we host a play related to current themes or curriculum related text. Last year the students performed excerpts from the story of Esperanza Rising. This year, our focus is on Human Rights. The students will be performing excerpts from the life of Cesar Chavez, and Sotomayor. The teachers are organizing the events in collaboration with a teaching artist, and integrating all students in the process of creating and developing the project. Students are creating a PowerPoint to share with the audience that will highlight character.
- Parents are invited to share in a multicultural luncheon, as well as, the performance. Last school year the parents assisted the teachers and students with creating costumes for the show. Parents are provided with specific activities that are related to sharing the curriculum objectives, and supporting parent understanding to the CCLS, ELL learning strategies, and the needs of SWDs. We collaborate with the Adult Literacy program to assess the needs of our parents and plan workshops that will address these needs. Students are able to participate in basketball and cheerleading sports activities afterschool. Parents attend all class trips, and the head of the PTA visits with the students during lunch to help out. We have a student council that leads the recycling team with the Guidance Counselor. Our students participate in community service, by sending a donation to the HEIFER Fund to feed hungry people around the world.
- The afterschool instructional program is designed to address the differentiated needs of our students. The groups consist of for different levels of instruction. Each group is assessed and monitored for growth. The afterschool program consists of the following levels.
 - On grade level-Students receive an instructional text that challenges them to think critically- Rally Reading
 - Approaching grade level- Rally Reading
 - Significantly below grade level- CCLS text that allows them to work independently- Rally Reading
 - Newcomers- receive a technology-based curriculum

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal for the September 2014-June 15 school year is to improve student proficiency in the area of reading closely for key ideas and details, and cite text evidence 70% of the time with accuracy, as well as use appropriate content and conventions, as evidenced by writing performance assessments indicated in Expeditionary Learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>(PD)</p> <p>Professional development will provide teachers with support to develop a rigorous instruction program that is aligned to the CCLS, encourage collaborative teacher practice, provide teachers with RTI/AIS and ELL teaching strategies, inform teachers about SIT goals, and build strong family-community ties. Professional development will support teachers in raising standardized reading test and math test scores.</p> <ul style="list-style-type: none"> • Principal Professional Development- • Math Coach Professional Development- • ELA Coach Professional Development- • Teacher Led Professional Development- • Teacher Led Parent Engagement Activities- • Network 612 Professional Development- 	<p>All teachers All students All Parents</p>	<p>September 2014- May 2014</p>	<ul style="list-style-type: none"> • Principal • Teachers • SETSS Teacher • ESL Teacher • Guidance Counselor • Network • Superintendent

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **Principal**
- **Teachers**
- **SETSS Teacher**
- **ESL Teacher**
- **Guidance Counselor**
- **Parents**
- **SBST**
- **ELA/MATH Coach- Generation ready**
- **Network**
- **Superintendent**
- **Laptops, material supplies**
- **Professional Development- Tech4Learning**

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

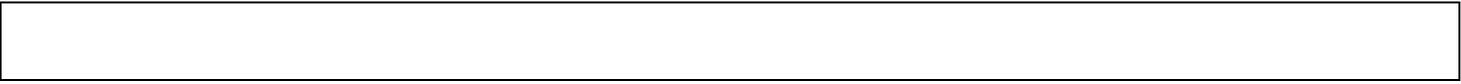
Principal- Progress will be monitored by walk troughs, informal observations, and a final formal observation, Coach Feedback, Talent Coach feedback, School Instructional Leadership Meetings, Grade Meetings, Professional Development Agendas, Inquiry Team Work, Network support.

Baseline Assessment (September 2014- December 2014)- Talent Coach Walk through, Superintendent visit

Mid-Point Assessment (December 2014- February 2015) - Informal Mini Assessment, periodic assessment, ongoing student assessment- Scholastic, EL performance assessment, Traits Writing Rubrics

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has significantly increased the number of opportunities for parents to be involved with the school community over the past two years. The planned events are a response to the request of the PTA to events and activities that they believe would benefit their families and support student learning. All student educational trip opportunities are extended to parents to join the teachers and students. Below are a list of activities that engage families, and will be implemented this year:

- Parent are involved in our SLT Team meetings and decision making process
- Parents share their concerns and desires for the school through surveys, emails, text, and face-to-face meetings with the principal, and teachers
- **Parent Engagement Tuesday Projects- Teachers**
- PTA
- **Family Math Game Night**
- **Multicultural Family Luncheon**
- **Multicultural Performance-** Play: Take a Stand for Human Rights; Hispanic Heritage Month invitation to Brooklyn Boro Hall
- **Student Talent Show**
- **Ballroom Competition-** Wingspan Arts in partnership with Avant Dance Project, Ballet Hispanco
- Parents participate in art workshops **with the residence artist**
- **Parents attend community** based trips with students- MOMA, Brooklyn Museum, Hayden Planetarium, United Nations, BARIOS Pizza making, Ballroom Dancing Competition, Senior Trip – Washington D.C., Aviator, AMF Bowling
- **School Web Page-**what is happening in the classroom- ps19brooklyn.weebly.com
- **Notices-** daily, weekly- English and Spanish
- **School Monthly Calendar-** English and Spanish
- **School Newsletter-** English and Spanish
- **Catholic Charities-** CBO
- **St. Nicholas-** CBO
- **Parent Workshop Request-** Resume Writing, Job Interviews, Computer, more training in ARIS
- **Adult ESL Program-** collaboration

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the school year of September 2014-June 2015, the school staff will provide parents with engaging events, activities and projects that allow them to continuing being active members of the school community daily, and actively involved in the education of their children, by an increase of 50% as evidenced by attendance rosters.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Parents are involved in our SLT Team meetings and decision making process • Parents share their concerns and desires for the school through surveys, emails, text, and face-to-face meetings with the principal • Parents receive- good notice cards, Reading tips cards, cyber bullying cards and packets, How to help your child cards, in English and Spanish • Parent Engagement Tuesday Projects • Curriculum Night • Family Math Game Night • Multicultural Family Luncheon • Multicultural Performance • Student Talent Show • SIT- Parent workshops • Ballroom Competition- Ballet Hispanco • Parents participate in art workshops with the residence artist • Parents attend community based trips with students- MOMA, Brooklyn Museum, Hayden Planetarium, United Nations, BARIOS Pizza making, Ballroom Dancing Competition, Senior Trip – Washington D.C., Aviator, AMF Bowling • School Web Page-what is happening in the classroom- ps19brooklyn.weebly.com • Notices- daily, weekly- English and Spanish • School Monthly Calendar- English and Spanish • School Newsletter- English and Spanish • Provide Parent Workshops- Resume Writing, Job Interviews, Computers, more training in ARIS • Support Adult ESL Program that parents participate in • Catholic Charities- provide resources to parents 	<p>Parents, Guardians, and Students, Network, District, St. Nicholas Afterschool, CBOs</p>	<p>September 2014-June 2015</p>	<p>Principal, Teachers, Parents, Guardians, and Students, Network, District, St. Nicholas Afterschool, CBOs</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Teachers, Jackie Calabro-ESL Coor., Laura Keppis- Guidance Counselor, Mary Hernandez-PTA President, Sonja Mejia- Co-PTA President, Kimberly Faraci- Art Teacher, Lisette Mercado- SETSS teacher, Ana Soto- Artist, Joyce Maggiore- Network Budget person, computers, weekly teacher scheduled planning meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored through weekly meetings and events listed above. The attendance and information shared with parents will be collected as artifacts to generate data. The number of parents that attend events will be monitored. When a low in parent/guardian attendance is detected, parents will be contacted by phone as an additional invitation to join us for events. All information will be translated for parents by the Guidance Counselor and ESL Coordinator. Parents will have open access to the Principal for consultations or sharing of any concerns, as well as the Principal’s email upon request.

Mid-point benchmark- Number of Parents/Guardians that attend- Family Math Game Night and Multicultural Luncheon/ Performance.

During the months of October 2014- January 2015, a mid-year check of data will occur.

During the months of January 2015- March 2015, a second check-up of the data collected related to parent engagement will occur.

During the months of May 2014-June 2015, a final triangulation of the year’s events will occur.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> Students at or above grade level will receive instruction that maintains and strengthens their ELA learning. Students performing below grade level will receive AIS support. 	<ul style="list-style-type: none"> Close Reading Strategies Graphic Organizers Vocabulary Development Modeling Writing Repeated Readings Chunking SIOP Technology TPT 	<ul style="list-style-type: none"> Small Group One-To-One Pull- Out ELL, SETSS Push-In ELL, SETSS After School Tutoring 	<ul style="list-style-type: none"> During School Day After school Wednesdays and Thursdays
Mathematics	<ul style="list-style-type: none"> Students at or above grade level will receive instruction that maintains and strengthens their Math learning. Students performing below grade level will receive AIS support. 	<ul style="list-style-type: none"> Modeling how to solve mathematical word problems Vocabulary development Check Lists Explicit Teaching of how to solve an algorithm Technology SIOP TPT 	<ul style="list-style-type: none"> Small Group One-To-One Pull- Out ELL, SETSS Push-In ELL, After School Tutoring 	<ul style="list-style-type: none"> During School Day After school Wednesdays and Thursdays
Science	Struggling readers	Vocabulary development	<ul style="list-style-type: none"> Technology Brain Pop Time For Kids 	weekly

			text	
Social Studies	Struggling readers	Vocabulary development	<ul style="list-style-type: none"> • Text support • Technology • Time For Kids Text 	weekly
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students At Risk. The SIT Team reviews cases which are suggested by teachers due to student's lack of educational and social emotional needs.	<ul style="list-style-type: none"> • We use the program <u>Respect for All</u> which teaches students to communicate, cope, and cooperative problem solving. Students participate in role playing through games and skits in order to achieve their goals. 	These services are delivered through small group, one-to-one, push-in, and pull-out, afterschool.	During School Day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> • Our school has an ELA Coach from Generation Ready. The educational consultants provides support to the teachers with Expeditionary Learning Curriculum Development and Danielson Framework 3b Using Question and Discussion Techniques; Danielson Framework 3c Student Engagement; Danielson Framework 3d Using Assessment in Instruction; demo lesson for small group instruction and teacher facilitation of whole class instruction. • Our school has a Math Coach from Generation Ready. The educational consultants provide support to the teachers with "Go Math" and Danielson Framework 3c Student Engagement; demo of small group instruction lesson. • The CITE consultant provides additional Danielson Frameworks workshops throughout the year- Election Day November 4, June 6, 2014. • The technology company Tech4Learning provides instructional support for teachers using digital information as a teaching tool for common core writing task. • Teachers will participate in Network sponsored RTI training • Teachers will participate in a community based learning experience using the text- Total Participation Techniques <i>Making Every Student an Active Learner</i>

2b. 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).
<ul style="list-style-type: none"> • Our school has an ELA Coach from Generation Ready. The educational consultants provides support to the teachers with Expeditionary Learning Curriculum Development and Danielson Framework 3b Using Question and Discussion Techniques; Danielson Framework 3c Student Engagement; Danielson Framework 3d Using Assessment in Instruction • Our school has a Math Coach from Generation Ready. The educational consultants provide support to the teachers with "Go Math" and Danielson Framework 3c Student Engagement.

- The CITE consultant provides additional Danielson Frameworks workshops throughout the year.
- The technology company Tech4Learning provides instructional support for teachers using digital information as a teaching tool for common core writing task.
- Teachers will participate in Network sponsored RTI training

Teachers will participate in a community based learning experience using the text- Total Participation Techniques *Making Every Student an Active Learner*

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

- Administration and staff participate in intermittent collection and analysis of data related to ELA Mathematical, Science and Social Studies assessment.
- The Inquiry Team participates in the process and cycle of looking at student work to determine what instructional tools are needed to strengthen student writing skill, and reflect on the use of the new writing program.
- The Instructional Leadership Team reviews ELA and Math instruction intermittently to make determination of what show be taught and supported during the Afterschool Program, and small group

instruction.

- Data Student Tracker Wall
- Teacher grade meetings
- Transparency of how data is shared with stakeholders

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1%	X	25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	100%	X	11, 12, 17, 20, 23
Title III, Part A	Federal	10%	X	20,23,25
Title III, Immigrant	Federal	90%	X	11, 12, 17, 20, 23
Tax Levy (FSF)	Local	100%	X	11,12,17, 20, 23, 25

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 19	DBN: 14K19
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 14
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

The students' language proficiency levels according to the NYSESLAT range from Beginner to Intermediate to Advanced, DRAs and needs assessments. The goal is to work on students' integration of four skills of listening, reading, writing and speaking in literacy and math in English in order to scaffold learning to the next level. Early intervention guided reading strategies as well as metacognitive strategies to increase reading comprehension will be emphasized. Content writing in response to picture graphics will also be a focus. In addition, group time emphasis will be on scaffolding math academic language needed to solve word problems. Students will be given continuous opportunity to integrate modalities and work toward meeting standards in a small group setting.

Schedule/Duration: after school 2:20 pm to 3:40 pm, 1 hour and 25min, two days per week.
Wednesday-Thursday

Subgroups/Grade Levels/Number of Students: 14, 5th grade students grouped by proficiency level, Fountas and Pinnell assessments, informal assessments and analysis of student work. All current ELLs and former ELLs who have tested out of the program will be invited to participate. These students although they have reached proficiency will require support as this is their first year as former ELLs.

Number/Types of certified Teachers: 1 certified ESL teacher and 1 with Elementary Special Education/Common Branch Certifications. The Title III trained ESL study group teachers will work in small groups and the certified ESL teacher will rotate/ work with the other 1 teachers.

Types of Materials- On line eBooks will be used to meet the New York State Standards using IPAD technology to deepen differentiation for interactive small group instruction to address multisensory modality. Technology component is also for internet research and inquiry on theme topics being investigated. Various iTunes applications (APs) will be utilized to correlate with content work. Advanced Non-Fiction Readers will be used to continue to enhance their native language.

Part C: Professional Development

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: To continue the focus of developing the four modalities and help increase knowledge of supporting our ELL students across subgroups, we will hold a professional development, CITE. Topics to be covered include Guided Reading for ELLs, integrating literacy and content area instruction, teaching academic language through the curriculum and differentiated instruction with ELLs. The Professional Development and Instruction will be facilitated by CITE. As a culmination activity participants will create an information booklet highlighting strategies and activities to support Title III instruction and learning. Lead teachers will turn key information during common prep meetings and staff meetings. We will also provide ELL Videos PD through the Educator Resource from the Board of Education which include: Mathematics Problem Solving Strategies for ELLs in Elementary School and Text Complexity and English Language Learners Building Vocabulary Part 1-2. Lead teacher will use a teacher survey to direct future PDs. PDs will be January 28, 2015, February 11, 2015 and March 23, 2015 from 4:00 - 6:00pm.

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: In order to recognize the importance of family and community involvement and reach out to parents, we will be holding Family Math Game Night for three hours on 10-28 at no cost to Title III funding. We will also hold two hour workshops during January and February to help parents with strategies to assist their children with homework as well as familiarize them with alignment of ESL and Common Core State standards for ELA and Math. The Adult ESL teacher's parent survey indicates a need for information on job skills, housing, and counseling. Therefore, the school social worker working with Catholic Charities will provide workshops on these skills at no cost to Title III funds. The workshops will be led by our ESL certified teacher. Proposed dates will be 12/9, 2014 and 2/10, 2015. Parents of all ELLs will be invited to participate. Their increased knowledge base from these workshops will lead to increased student performance in school. Translators will be available on an "as needed" basis. Parents will be notified of these activities through notices in student book-bags, our monthly family flyer, and well as follow up written reminders and phone calls.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	6,720	Instruction: 2 teachers x 46 days x1 hrs. per week at 51:51+ (20min) 41.20= 4,780.12 1 Teacher x47x1.hr x \$51.51 +(20min)41.20= 2,462.17
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1,120	ESL workshop / 1 ESL teacher x 6hrs.= \$412.08
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,240	Storia School Edition K-6 , eBooks item# 978-0-545-76923-5 \$2,000 Advanced Nonfiction Readers Spanish Grades 4-5 item # 9781456956202 \$ 194.09 Total= 2,194.09
Educational Software (Object Code 199)	_____	USB Cable for ipad \$95.00
Travel	_____	_____
Other	1,120	2 Parent/child Bilingual Study Skills pack \$69.98 Refreshment \$120
TOTAL	11,200	9,181.11

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 14	Borough Brooklyn	School Number 019
School Name The Roberto Clemente School		

B. Language Allocation Policy Team Composition [i](#) 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 Angela Camiolo, IA	Assistant Principal Blanca Vega
Coach N/A	Coach N/A
ESL Teacher J. Calabro ESL Lead Teacher	Guidance Counselor L Keppis
Teacher/Subject Area Lisette Mercado Special ED.	Parent Piedad Alejandro
Teacher/Subject Area type here	Parent Coordinator N/A
Related Service Provider A. Kramer	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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)	113	Total number of ELLs	29	ELLs as share of total student population (%)	25.66%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in					1	1								2
Pull-out					3	1								4
Total	0	0	0	0	4	2	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	3	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	3

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13			13	0	2	3	0		29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	0	0	13	0	2	3	0	0	29
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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					11	18								29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	11	18	0	29						

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)					8	4								12
Intermediate(I)					2	8								10
Advanced (A)					1	6								7
Total	0	0	0	0	11	18	0	29						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	1			8
5	15	1			16
6					0
7					0
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									0
4	9	4			1				14
5	13	4	1						18
6									0
7									0
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	2		5		6		2		15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

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](#).)

Paste response to question here:

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

Paste response to question here:

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.).

Paste response to questions 1-6 here

Paste response to questions 1-5 here

1. Our school uses the DRA as an early assessment tool to assess early literacy of ELLs. The struggling readers are unable to read complex text due to ineffective word analysis skills and strategies. They have limited reading experience. The DRA helps teachers determine the ELLs levels of control in achieving and working with spoken and written words. The information enables teachers to make effective teaching decisions to help ELLs acquire reading strategies and skill needed to read and comprehend complex text. Quantitative data as support includes standardized test results and classroom assessments.

2. The data pattern across proficiency levels on the LAB-R and NYSESLAT indicate that our ELLs do increasingly better on Speaking and Listening subtest and are struggling on the Reading and Writing subtest. As a result it also affects their grades. The results of the NYSESLAT are used to inform decision making about instruction programs, academic intervention, and professional development. These results are used by teachers to plan and differentiate instruction for ELLs. Differentiations include, using wait time to respond to a question, allow a student to talk to a partner prior to responding, vary assessment strategies for ELLs to demonstrate what they have learned, to guide instruction and focus on individual learning goals.

3. N/A

4a. The pattern across proficiency and grades indicate that most ELLs are a beginner/low intermediate levels and due to language proficiency their grades are not meeting the state standards.

4b. School leadership and teachers use the results to promote language and reading development through shared reading, guided reading, and read alouds, modeling fluency and expressive voice. Graphic organizers, KWL charts, are used to increase comprehension prior to reading content. ELLs work in triads, one member at proficient level will read a passage and another at an intermediate level can summarize it. Other member will record by writing predictions made integrating comprehension through Listening, Speaking, Reading, and Writing. In writing teachers will scaffold writing tasks and use authentic writing such as letters and simple books. Teachers will also interact with students in small groups throughout the writing process.

4c. Our school is learning that we need to view the results, plan affective instruction, and create a diagnostic continuum to assess the ELL population, use informal assessment to monitor and document growth. Provide native language support through the use of bilingual dictionaries, use cognates to support their English reading comprehension.

5. Our school uses data to adjust instruction to address ELLs' diverse needs. All ELLs receive Tier I evidence-based core instruction. Teachers and students engage together to build knowledge about rigorous academic content. Instruction is linked to student's background knowledge and daily lives making the content provide experiences to understand abstract concepts and apply to their own life. ELLs scoring "at risk" are placed in Tier II and receive additional targeted small group or one-to-one research-based intervention strategies. Progress monitoring is used to make educational decisions to change learning goals, instruction, and other services.

6. Second language development is considered in instruction through the use of native language libraries and oral translations for clarification.

7.N/A

8. Our school uses the results to the NYSESLAT, formative and summative, as a form to evaluate the success of our program.

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](#).)
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.
Paste response to question here:
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 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to questions 1-6 here

1. The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL): At enrollment, trained bilingual school pedagogy, Special Education Lead Teacher, and the ESL Lead Teacher, meet with parents to determine the child's home language. A conversation is held to acquire oral dominance and the student's needs. This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home. After collecting the HLIS and determining that a language other than English is spoken in a child's home, the ESL Lead Teacher administers the Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level within 10 days of enrollment. Those children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. It is administered by the ESL Lead Teacher or the Bilingual Guidance Counselor usually the same date of the English LAB-R test or within the 10 days of enrollment.

2. Parents of newly enrolled ELLs are invited to attend an orientation meeting given, by the ESL Lead Teacher, where program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are presented to them in their native language. Parents are informed that our school at present offers Freestanding ESL. Program selection indicate ESL as their preference in past years and

present. They are also invited to view a DVD entitled Orientation for Parents of English Language Learners, provided by the Office of English Language Learners that has been translated in various languages in order to have the information regarding the program choices presented in their native language. The orientation meetings are scheduled for the morning and evening to provide all parents the opportunity to attend.

3. The ESL teacher sends home the Entitlement Letter ,Parent Survey ,Program Selection Form and placement letters to parents of children eligible for services in English and in the parents' native language. The ESL teacher maintains a binder with ESL class rosters and returned letters. Two copies of the letters are sent home. In the event they are not returned, the ESL teacher will call the home to verify that they received it,

4. The ESL Lead Teacher coordinates orientations and delivers information to the parents in a timely manner. In the beginning of the school year, the ESL teacher uses the data from the NYSESLAT to distribute continued entitlement, and non-entitlement (passed). Results are maintained by the ESL teacher and updated on ELPC screen in ATS within 20 days. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process. Parents are also advised that they can request to go to another school if our school doesn't offer the program they selected.

5. In order to ensure all ELLs receive the NYSESLST exam, the ESL teacher will print out an eligibility list for each grade and class in ATS. The NYSESLAT exams are administered in accordance with the New York State Testing Calendar. Dates are selected for each subtest keeping to the days available for testing for each subtest . The testing coordinator and the ESL Lead Teacher prepare and schedule all exams. All ELLs are picked up from class and taken to a separate location for testing. ELLs with IEPs are provided with testing modifications . Make-up exams are done in a timely fashion in order to make sure that all ELLs have taken all subtest.

6. A review of the Parent Survey and Program Selection forms at our school for the past few years shows that the parents' preference is to have their child placed in a Freestanding English as a Second Language Program. Our program model is in alignment with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

te response to questions here:
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:
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?

Paste response to question here:
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?

aste response to questions 1-7 here

1a/b. In order to meet the needs of our ELLs, we have implimented the Push-In (Co-Teaching) and Pull-Out Programs. The ESL Teacher Co-Teaches through the Push-In Model in a fourth and fifth grade class five periods a week . The ESL Pull-Out Program includes the fourth, fifth, and Special Education classes. All pull-out classes are heterogeneous.

2a. We currently have one certified ESL teacher which services all English Language Learners.The Fourth and Fifth Grade Beginning and Intermediate receive 360 minutes of mandated instruction through the conent area Advanced receive 180 minutes as per CR Part 154.

3. Teacher generally present the regular, grade level subject curriculum aligned to the Common Core Standards through modified instruction in English to support the English Language Learners' language development. Teachers scaffold oral language development by providing language, including grammar and vocabulary and multiple opportunities to use them through turn and talk , class dialog, and accountable talk. Subjects are taught with language objectives in mind as well as content objectives. Teachers adjust English levels with students making the content comprehensible. In mathematics, teachers teach mathematic vocabulary through explicit instruction and reinforce through repetition, use manipulatives to physically represent mathematical ideas without words, then connect to words and say and write them mathematically, and through demonstration and guided practice. use small groups to scaffold learning. In Social Studies/Science the teacher relates new information and concepts to their prior knowledge, promotes oral and written language activities, lead students to ask questions, form perdictions, make observations, gather data and draw conclusions about concrete experiences. In Reading and writing, teachers use techniques such as visual aids, modeling, demonstrations, graphic organizers, vocabulary preview, predictions, adapted text, cooperative learning, peer tutoring, and native language support provided by the two ESL bilingual teachers. Bilingual dictionaries and cognates also provide a strong support in their language development.

4. English Language Learners are appropriately evaluated in their native language through the Spanish LAB-R in the beginning of their enrollment. Another key assessment used is the Math predictives given in their native language and teacher informal

assessments. The data provides teachers with information to better develop individual educational plans.

5. The Periodic Assessment is used to assess ELLs throughout the year in all four modalities, Speaking, Listening, Reading, and Writing. Informal assessments such as student portfolios, observation records, teacher anecdotal and running records are used to appropriately evaluate ELLs also.

6a. We have 3 SIFE students. SIFE students need intensive special support and assistance. Lessons are designed to increase their literacy skills through an intensive and rigorous curriculum and supported with technology. SIFE students attend afterschool and AIS tutoring. Teachers review student performance data on a regular basis and scaffold grade level lessons aligned to the CCSS.

6b. New comers are at the Pre-Production stage of Second Language Acquisition. Instruction is modified for new comers, students less than three years, by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce students to school routines and basic English language skills. At this stage, our teachers may utilize visuals and hands on activities to ensure the student's understanding of content area subjects while they are acquiring English. Newcomers have access to computer assisted language learning program, MyOn Reading Library. That provides them with on level language support by giving them opportunities for reading development .

6c At this stage of language acquisition, Speech Emergence, (four to six years) intermediate and advanced students will focus on activities that are designed to develop higher levels of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing, and contrasting, drawing conclusions, self-questioning, problem.

solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) scaffolding academic language, modeling a think aloud, verbalizing a confusing point, partnering ELLs with more dominant English speakers that can provide good modeling. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

6d. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn through modeling, modifying materials, activities, and assignments based on level of proficiency, modifying lessons to develop skills in all the modalities and address different learning styles and providing AIS Extended Day.

6e. Our former ELLs (in years 1 and 2 after testing proficient) will need to continue support in order to assist in the transition to a mainstream class and be given the opportunity to experience success. Former ELLs will continue ESL services for a year to further develop academic and linguistic competence . Scaffolds such as modeling, contextualization and metacognition will be used as needed. Students will be made more responsible for their own learning. Former ELLs will continue to get test accommodations for a year.

7. We have placed our ELL students with special needs students in special education self-contained class per their IEP. Our special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and AIS services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

8. Information that is embedded in context allows English Language Learners and Students with Disabilities to understand and complete more cognitively demanding tasks. Supplementary materials such as, hand on manipulatives , realia, pictures, visuals, multi-media, demonstrations, related literature, adaptive text and graphic organizers, provide support for the core curriculum and contextualize learning. This further assists ELL, and SWDs who do not have grade-level academic background, and language and learning disabilities. Supplementary materials will enhance meaning and confusing concepts making lessons appropriate. A variety of supplementary materials also support different learning styles and multiple intelligences. It provides a real life content and bridges prior experiences with new learning.

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

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

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

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

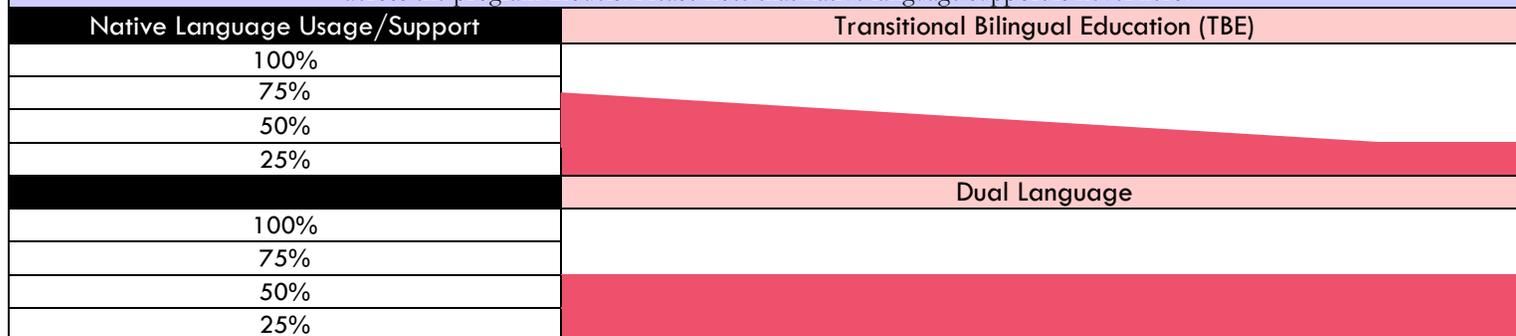
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

9. The targeted intervention programs for ELLs in ELA, math, and other content areas include, Tier I, Tier II and Tier III, AIS, ESL, afterschool program. Targeted intervention programs are instructed in english.

* Participation in small group instruction through the extended day program.

* invitation to attend our Tier III afterschool.

A review from the data from from two content areas, English Language Arts and Mathematics shows that a majority of our ELLs that have taken the standarized tests have not scored as well as native speakers. We see that the scores are better in Math than in ELA, because the ELA requires higher reading skills, uncommon vocabulary, non-literal usage (idioms), complex sentence structures, uncommon genres are all barriers that can create a gap between performance of ELLs and non ELL students.

10. Data shows movement in the growth of our ELLs in mathematics tests than on the ELA tests. The pattern across proficiency and grades show that a significant number of intermediate and advanced students scored higher in math and science. Teacher collaboration have geared instruction to further develop language skills through the use of differentiated instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities.

11. Our parent response has been very positive concerning all the programs offered to our ELLs which include Saint Nicholas and ESL afterschool. We will continue these programs for the new school year.

12. All programs will continue.

13. Ells are offered equal access to all school programs regardless of language status. All extra curriculum activities are offered via translated letters to everyone.

As per CR Part 154- Title III, ESL afterschool program provides our ELLs focused language instruction and targeted tests preperation for state and city exams. Students in the program will receive small group instruction twice a week from October through May 2014, on Wednesday from 3:30-4:30 and Thursday from 2:30-3:30pm. We use the data from the NYSESLAT to

differentiate instruction and support language and academic needs. Service will be provided by an ESL teacher and content teachers. As a result of the NYSESLAT subtest which indicates an overall weakness in reading and writing skills, we use Ready New York CCLS Instruction for ELA and math based on models of best practice. Students will use NYSESLAT test prep material to support the development of the four modalities. Sain Nicholas assists ELLs with homework and other activities that help them further understand and speak English and help to meet English proficiency.

14. Our curriculum uses Expeditionary Learning which incorporates language support elements like books on tape, throughout. All classes are provided with Bilingual, multicultural libraries, and smartboard to support all levels of language acquisition. We use MyOn a web-based reading program aligned to the student's reading levels and accessible from home and school. All our students are using a web-based program, Tech4Learning, which incorporates technology.

15. Our ESL program provides language support using the aid of content bilingual dictionaries available through the state website, the use of native language for quick explanation, native language is spoken briefly to explain or reinforce a concept making content comprehensible then return to English. Currently there is one ESL teacher that is Bilingual and provides these translations services.

16. Required services for ELLs are based on age. Enrollment in a classroom is based on age and level of performance. Evaluation data is obtained and used to make an educational decision based on academic or educational achievement and learning characteristics, social development, physical development, and management needs. Each of these areas determine the education needed for each student and an appropriate plan is developed.

17. To date we have not received any new enrolled ELLs. In the event that we receive a new ELL, the ESL teacher will hold a person to person meeting to assess educational status. Throughout the year we also communicate through letter translated in their native language.

18.N/A

19.N/A

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.

Paste response to questions 1-3 here

1. Professional development is coordinated by a Expeditionary Literacy coach and Go Math coach. The Literacy and math coach meets to collaboratively combine ideas on effective professional and shares best practices aligned to the CCSS to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge based in literacy, mathematics, social studies and science and in effective classroom practices to help ELL students meet the New York State Common Core Standards. Teacher also attend Board of Education workshops in all content areas throughout the year.

2. In order to support the needs of our ELLs we have provided, and will continue to provide the following professional development activities:

- Professional development in planning lessons incorporating different learning styles.
- Professional development on rigorous instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulative, film and other types of realia.

3. Our Bilingual Guidance counselor and representatives from surrounding middle schools provide support for the staff to assist ELLs as they transition from elementary to middle school.

4. To current date our staff has assisted the following workshops:

- * Talent coach: October 8, 2013
- * Tech 4 Learning Workshop : November 01, December 6, 2013, January 10, 2014, February 7, May 2, & June 6, 2014
- * Expeditionary Learning : October 24, 2013
- * Go Math : October 29, 2013, November 12, November 18, December 4, December 10, 2013

All PDs require a sign in sheet which is stored and maintained in an official binder in the principal's office.

Paste response to questions here:

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?

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parent meetings and workshops. The parents come for Open School days to meet with the teachers. The ESL teacher together with content teachers designs different workshops for the parents, and invites the parents for other workshops. Bilingual staff work in collaboration with the ESL teacher to help ESL students and to provide parents with the necessary information about the school. In the school there are school wide events, parent workshops and volunteering . The students are also provided with homework help and leadership development team. Translation is available as needed. Bilingual paras are available to help students who speak Spanish. We have different programs for parents and students throughout the school year such as Book Sale, and ESL classes for parents. ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per month. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students. To date we do not collaborate with institution due to a new PTA.

3. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, parental survey, meetings, workshops, school events, PTA meetings, etc. The educators and administrators listen and have a conversations with parents before and afterschool to asnwer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make student referrals for different services, according to the students' needs and the parent always makes choices for their children's academic and social economic growth. To date we do not have a parent coordinator .

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children's success and improvements.

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 19K

School DBN: 14K019

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angel Olden-Camiolo	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jacqueline Calabro	ESL Teacher		1/1/01
Piedad Alejandro	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Margaret Bertram- ELA	Coach		1/1/01
Trish Walter- Math	Coach		1/1/01
Laura Keppis	Guidance Counselor		1/1/01
Meghan Kelly	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: _____ School Name: 019

Cluster: 6 Network: 613

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.

Our school believes that the success of our students is reliant on the school, the students, and families working together in a partnership to monitor academic progress, help build social and emotional strengths of the student. School-home communication is vital therefore, we try to establish a relationships that are effective and convenient for all parents.of English Language Learners. The Home Language Survey is an instrument that determines the student status as language minority, and identifies preferred home language. We input the results on to ATS use when considering translation for school documents and school events. At the beginning of each year, students are provided with Emergency Contact Cards as a hard copy to maintain at the school for emergencies or if a teacher needs to be in contact with a family. It is required to be completed and returned to the main office, in the event that they are not returned, the school Guidance Counselor will get in contact with the families and request them. Our school's language dominance is Spanish, but families may be directed to the NYC DOE for support services in other languages. During the Parent Orientation the school can identify parents/guardians that are in need of any oral and / or written translation services. These methodologies help maintain communication between school and home with all of our students' families .

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.

Our school views the preferred languages of families by printing an updated RAPL report in ATS for mailings and to invite families for school events. We have a majority of Bilingual staff that assist with oral and written translation and help support the ongoing communication between school and home.. The DOE-supplies state educational written materials in Spanish. The PTA members serve as translators during monthly meeting in order to make educational issues comprehensible to everyone in their native language. Our open communication policy will guarantee success through continued commitment to our students and families.

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.

Through the Home Language Survey and ATS we provided appropriate translated Bill of Parents/guardians Rights and Responsibilities, school forms, report cards and progress reports through out the school year. When available, translated versions from the Board of Education are provided. In-house support staff is involved in all mailings to families and monitor the needs of non-English preferred families and with our English language families, enabling the provision of all essential school documents to all families in the necessary target language.

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.

All oral translation needs for non-English language preferred parents/guardians are provided through Bilingual staff efforts. They services at group and one-on-one meetings between the school and parents/guardians if requested. Our school Main Office Bilingual staff works together to provide parents/guardians whose identified preferred primary language is not English with a translation of any document or conversation .

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>.

Per Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, our families requiring translation and/or interpretation support are notified of their rights to translation services in target languages through the Bill of Parent Rights and Responsibilities. Administration works with the staff to post information throughout the building for the identified non-English language preferred families. Signs for all covered languages are printed from the DOE site located at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. The building safety plan contains procedures to ensure that parents/guardians in need of language assistance services are not prevented from reaching the school's administrative offices due to language inabilities.. If parents/guardians require further translation and/or interpretation support, or ask for something which we are unable to provide in-house, these families are asked to call the services offered by the Department of Education through the Translation and Interpretation Unit.