



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 24Q019
School Name: THE MARINO P. JEANTET SCHOOL
Principal: GENIE CALIBAR

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q019
School Type: Public School Grades Served: K-5
School Address: 98-02 Roosevelt Avenue, Corona, NY 11368
Phone Number: 718-424-5859 Fax: 718-424-7953
School Contact Person: Genie Calibar Email Address: gcaliba@schools.nyc.gov
Principal: Genie Calibar
UFT Chapter Leader: Richard Burke
Parents' Association President: Víctor Torres and Ramon Cajamarca
SLT Chairperson: Genie Calibar
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: (718) 592-3357 Fax: (718) 592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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)
Genie Calibar	*Principal or Designee	
Richard Burke	*UFT Chapter Leader or Designee	
Víctor Torres and Ramon Cajamarca	*PA/PTA President or Designated Co-President	
Betty Esposito	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	
Carmen Montás	Member/Assistant Principal	
Joseph Knapp	Member/Teacher	
Matthew Ray	Member/Teacher	
Tina Crimarco	Member/Teacher	
Marianne Sladowski	Member/Teacher	
Vilma Bastidis	Member/Parent	
Bertha Asitimbay	Member/Parent	
María Cabrera	Member/Parent	
María Guamán	Member/Parent	
Narciza Encalada	Member/ Parent	
Viridiana Espinosa	Member/Parent	

**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:

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.
2. School strengths, accomplishments, and challenges.
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.

The Marino Jeantet School has a population of 2005 students, making it one of the largest elementary schools in this part of the country. The school is located in central Corona, Queens. There are 82 classrooms housed in the main building, mini-building, transportables, and annex site in Elmhurst. This year, the school was selected to become a Community Learning School. It is an ethnically diverse school with 58% of the population identified as English Language Learners, and 19% of the population identified as special education. There are approximately 1,100 English Language Learners, 11 ESL teachers, an ESL self-contained class and two Dual Language classes in kindergarten through fifth grade. There are 379 students with IEPs, 12 self-contained special education classes and 14 ICT classes (one self-contained kindergarten bilingual class and one ICT dual language kindergarten class). The concept of "school within a school" has been established to create smaller communities to enable us to become familiar with and address the needs of students and their families throughout their stay at PS 19.

There are four schools within the Marino Jeantet School: The School of Math, Science, and Technology; The School of Communication and Performing Arts; The School of American Studies; and The School of Dual Language. Although each school has its unique focus, all the schools share a common goal: To have high expectations for all students and to celebrate student achievement. Each school has the same curriculum and emphasis, namely to build the basic foundation to support the development of critical thinking and to guide students to a career or college path. Each school houses students from grades kindergarten through fifth grade and has one guidance counselor and one assistant principal. Each "school within a school" is located on specific floors and in areas of the buildings and share a common lunch period.

The Dual Language School embraces the concept of developing bilingual, bi-literate and bi-cultural students who are proficient in both English and Spanish. This school is housed on the second floor and in the mini building. It promotes language and culture while building an understanding of social equity. By means of a school wide enrichment program, this "school within a school" provides students with projects that foster their interests, self-esteem, and caring for others and the environment.

The School of Math, Science, and Technology is housed on the third floor of the main building as well as in some classrooms in the transportables. Science and technology cluster teachers implement the inquiry instructional model (5-E) and work on engineering designs. The school focuses on scientific/mathematical/technological inquiry-based projects. A culminating Fair highlights students' experiments and technological projects and celebrates student efforts in these areas.

The School of Communication and Performing Arts utilizes music and theater as another venue to teach literacy to students. This school is located on the fourth floor of the main building as well as in some classrooms in the transportables. The school presents a number of class plays in which the Blueprints for Theatre Arts Benchmarks are taught by grade with the support of music cluster teachers. This school's enrichment activities encourage students to collaborate on and produce a school performance by exploring diverse theatrical elements.

The School of American Studies emphasizes the concepts of the social studies content area. This school is located on the first and fifth floors of the main building. The initiatives of these classes are supported by art and social studies cluster teachers. A culminating Fair, exemplifying student projects that are an outgrowth of

exposure to the concepts of the social studies content area, highlights student work.

The staff at PS 19 is dedicated to providing individualized instruction to suit the specific strengths and needs of each and every child in our school. Our aim is that all of our students will meet the required standards in all areas while they acquire a love for learning. In order to meet the demands of the CCLS, we are using Ready Gen and Go Math as our programs, and we are making sure that all units are aligned to teach the domains and standards prescribed within the Common Core. In order to have instructional cohesiveness, among our 82 classes, we have one literacy coach and two Math coaches. We emphasize our focus on reading comprehension by introducing books that help us build character in our school wide initiative: “Helping us Grow”.

The professional development team meets throughout the year to work with the Professional Learning Resource given by the City. A weekly professional development survey has been implemented to capture feedback for future needs and teacher recommendations. A professional development plan has been put in effect that outlines the areas indicated in the school’s Instructional Focus:

- How are the Big Ideas or Concepts of our units in ELA and Math evidenced in our discussion and writing samples?
- What structures are in place that monitor and track the success of our Instructional Focus?
- Can all constituents understand and communicate the Instructional Focus.

There are other areas of need considered as well. This plan is a living plan since it is constantly being revised to address different needs and topics that become relevant as we move forward. The third bullet in the Instructional Focus is part of another initiative of the school and that one is the development of a parental involvement that targets how and what are communicating with parents as well as with how often we communicate with them.

Based on an in-depth analysis of the School Quality Guide and data files for ELA, there was an increase in the number of students reaching proficiency on the ELA exam. In 2012-13, the data indicates 72.3% of the peer range. In 2013-14, the data indicates 73.9% of the peer range. Additionally, there was an increase in the average student proficiency ratings. In 2012-13, the data indicates 71.0% of the peer range. In 2013-14, the data indicates 73.4% of the peer range. In Mathematics, there was an increase in the number of students reaching proficiency on the Math exam. In 2012-13, the data indicates 63% of the peer range. In 2013-14, the data indicates 75.9% of the peer range. Additionally, there was an increase in the average student proficiency ratings. In 2012-13, the data indicates 66.7% of the peer range. In 2013-14, the data indicates 83% of the peer range.

However, in 2013-14, the number of Self-Contained/ICT/SETSS students reaching the 75th growth percentile decreased by 1.5%. In 2012-13, the data indicated 60.2.8% of the Self-Contained/ICT/SETSS students reached the 75th growth percentile while in 2013-14, the data indicates 58.7%. Also of concern is a decrease in the percentage of English Language Learners Progress. In 2012-13, the data indicates 54.7% of English Language Learners made progress, whereas in 2013-14, the data indicates 52% of English Language Learners made progress.

This year, fifth grade was departmentalized in order to prepare our fifth grade students for middle school and high school. This initiative provides a rigorous curriculum in each content level that aligns with the expected standards in the higher grades. We have seven reading teachers to provide Academic Intervention Services which is given before, during, and after school to students identified to be at risk. For IEP students who are entitled to receive least restrictive or with additional support services, there are four SETSS teachers, eight full time speech teachers, two occupational therapists, one physical therapist, and one part-time vision educator. The services include Physical Education, Art, Music Spanish, Science, Social Studies, and Computer. We have a state-of- the-art library funded by the Robin Hood Foundation, that continues to cover the funding for a librarian, paraprofessional and after-school programs. Our students experience enriching experiences such as Glee Club, Chess in the Schools, Dance residencies, Music residencies, and theater

performances during the school day. After school, there is a chess club, a CPA theater performance, and an introduction to the orchestra by the director of the Corona Youth Orchestra.

PS 19Q has always collaborated with a number of organizations to provide different services to its families. The CBO Hanac- Beacon has had its after school program at our school for many years, which is why, when the school was chosen as one of the School Learning Community schools, they were asked to be one of the representatives in the SLC team. Other organizations that provide different types of programs or services to the families at the school are The New York Philharmonic, Hall of Science, Town Hall, Theater Works, and New York Cares. In developing a School Learning Community, we are seeking different services to best meet the needs of the community. Thus far, we have provided students with back packs and school materials, enrolled in the fruit and vegetable snacks in the morning, provided specialized eye exams and free glasses for students who have been identified by Seeing a Bright Future, provided dental check-ups and oral health education by Colgate's Bright Smiles Bright Futures, and presented parental workshops by Make the Road and Latin Woman Association.

At PS 19, we utilize every possible space available in our facility to provide an inviting and enriching environment for our students. Although we are large in size, we all work as one cooperative team. We are dedicated to individualize instruction in order to suit the specific strengths and needs of each and every child in our school. Our mission is to instill a love of learning for everyone who walks through our doors.

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.
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- Unit assessments showed that more complex texts were difficult to comprehend in isolation. Discussions about “old school” thematic units and ways to scaffold instruction to improve understanding indicated the need for the introduction of Big Ideas that would help students connect texts and improve comprehension.
 - Teachers reported that since shifting our instructional focus to connecting to Big Ideas, students are making more sense of the complex text and understanding how to make connections. However, the most progress was seen when students had the opportunity for classroom conversations about the Big Ideas.
 - The next step after understanding how to connect to Big Ideas is identifying themes. In the most recent ELA exams, we noticed that an area where our 4th and 5th grade students underperformed compared with both the City and peer schools was in identifying themes in literary texts. Thus, we identified the need to solidify connecting to Big Ideas as a precursor to the work on themes. It was especially important to build a strong foundation for learning and begin this work in Kindergarten and continue to scaffold it throughout the grades.
 - The instructional shifts and CCLS in Mathematics require students to construct viable arguments and critique the reasoning of others as ways to delve deeper into math concepts. Focusing students on a Big Idea (concept) in Math appears to be successful in guiding them toward an end goal in each unit. Teachers requested that we continue this discussion work in Math in order to enable students to explain and defend their solutions on written exams such as the State Math Assessment. On the Spring 2014 State Math Assessment, on average 3rd through 5th grade students received only 50% of the full score on constructed response questions, where students are required to explain their process in solving programs. Once again, emphasizing these higher order conversations in lower grades will enable us to better prepare students for the demands of Grades 3 through 5.
 - Currently only 30% of students achieved grade level on listening and speaking, and only 35% achieved grade level on ‘solves problems’ in multiple ways and explains solutions on the November 2014 report cards.

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.

By June 2015, students will demonstrate critical thinking through higher order conversations about Big Ideas and Big Concepts of the Unit in all subjects in alignment with our Instructional Focus. In ELA, evidence of successful implementation will include a 50% increase in the number of students who are performing on-grade level as measured by listening and speaking standards from November to June report cards. In mathematics, classwork, tasks, and assessments will include questions and problems requiring constructing viable arguments and critiquing the reasoning of others. Evidence of successful implementation will include a 50% increase in the number of students who meet the standards as measured by the ‘solves problems in multiple ways and explains solutions’ entry on the November to June report card.

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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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<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 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Literacy instruction will continue to be supported through the use of the Ready GEN Literacy Program. All units will include a Big Idea as the focal point to which all essential questions will guide discussion and thinking. • Read Alouds, Shared Reading, and Close Reading will include questioning and discussions that lead to deeper understanding of each unit’s Big Idea. • All grades are critical; however, particular focus will be made in Kindergarten and third grade because of their pivotal roles in student success. • With respect to ESL, the teacher on the ICT team and planning team members are involved in the Hochman Writing Revolution training with a goal of teaching students language and grammar development in writing using specific strategies to add structure, coherence, and clarity to writing. • Mathematics instruction will continue to be supported through the use of the Go Math! Program. There are opportunities for class and group discussion during the mini lesson and the group work portions of this program. • In math, problem solving strategies are embedded in every lesson and journal writing promotes and supports critical thinking in problem solving and provides practice in explaining one’s process and solution. • Teachers will implement the same methodologies and strategies used in Literacy to engage students in constructing viable arguments and critiquing the reasoning of others. Teachers will emphasize, and supervisors will look for use of Socratic seminar in Math lessons, with particular attention to students’ ability to explain and/or defend a solution. • In order to focus on higher order question solution in mathematics, we need to solidify students’ fact fluency. As such, the Xtramath.com program will be provided in school and at home for individual fluency practice. • Advanced ELL’s in 3rd through 5th grade participate in Project Hope, a math enrichment program that focuses on the completion of word problems and the construction of viable arguments. • Afterschool, Title III funds are used to specifically target 3rd through 5th grade ELL students in preparation for the Math and ELA State Assessments. 	All students	September 2014 – June 2015	Assistant Principals, Literacy planning teams, Math planning teams, Literacy and Math coaches
<ul style="list-style-type: none"> • All teachers will be trained in Socratic Seminar methodologies appropriate for each grade level. Teachers will be expected to implement this methodology when conducting discussions in 	All teachers	September 2014 – December	Principal, Teacher teams

<p>their classrooms.</p> <ul style="list-style-type: none"> Teachers will create conversation rubrics that are appropriate for the grade level they teach and then customize them based on the needs and abilities of their students. 		2014	
<ul style="list-style-type: none"> By working with the Parent Association, parent workshops will be conducted to inform and teach parents about the benefits of effective conversations in the classroom and encourage them to continue this work at home. During Parent Association and parent-teacher meetings, parents will be given opportunity to understand and experience a sample Socratic seminar with the expectation that they will be better equipped to support student participation in classroom discussion at home. Parent coordinator, along with Math and ELA coaches, presents parent workshops that address the grade standards and outline for parents the demands of ELA and Math. 	Parents	December 2014 – June 2015	Principal, SLT, Parent Association, Parent coordinator
<ul style="list-style-type: none"> Parents are their children’s first teachers, and it is important to inform parents about the benefits of students having good conversations at home and how that enhances vocabulary, thus leading to improved comprehension. Parents will be encouraged to ask better questions of their children and thus become partners in their children’s learning. During the parent engagement time on Tuesdays, teachers will develop and present parent workshops that provide parents with hands-on experience for various ELA and Math tasks. For example, teachers design workshops during which parents read a book with their child and write a reading response following the teacher’s format. This allows the parent to understand first-hand what their child needs to think about and how they need to answer the prompts. Another workshop shows parents how to use XtraMath.com, a math fluency practice website. Parents actually have the opportunity to sign on and try the program themselves. 	Parents	December 2014 – June 2015	Parent Association, Parent coordinator, teachers

Part 4 – Resources Needed

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

- Ready GEN and Go Math! Teacher resource guides
- Subscription cost for online literacy and math practice
- Planning team meetings
- Per-diem substitute coverage
- Per session for afterschool programs

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		Title IIA	X	Title III	X	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.

By February 2015, students will make a 30% improvement in listening and speaking standards, and a 30% improvement in explaining math problem solutions as measured by report card grades for these standards.

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	X	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? 				

Our March report card grades will show that 31.3% of students achieved grade level proficiency on listening and speaking. This is only a 4% increase from the November report cards. For Math problem solving, our March report cards will show that 38% of students achieved grade level proficiency. This results in only a 5% increase over the November scores.

In order to achieve our goal, we have provided additional professional development to the teachers to help them understand the listening and speaking standards and how to help their students meet those standards. In these professional development sessions, teachers will be provided samples of more detailed checklists for listening and speaking that will help standardize what we are looking for as well as how to rate students, in addition to help them monitor student growth and pinpoint the specific areas students need to work on.

Furthermore, teachers in the lower grades were asked to incorporate more monitoring with regard to students' mastering the math practice of constructing viable arguments. After looking at the current assessments we determined that there wasn't enough data to truly measure student progress effectively enough to be able to lead change. Since the portion of the mathematical practice involving critiquing the reasoning of others isn't being measured with this standard, we've decided to modify our goal by eliminating that portion of the practice.

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

<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> P.S. 19Q has always been community service focused. Past programs have included coat drives for our own students, collection of pennies for several non-profit organizations, food collection for local pantries, toiletries collection for Ronald McDonald House, and countless others. Past programs lacked a unifying theme that could connect the activity to classroom work or behaviors. Teachers report satisfaction with past community service initiatives and high engagement from the students. They would also like to see more of this activity. Due to our low incidence of behavior issues in the school community, in the past, social-emotional initiatives were presented to the students, but only sporadically. However, both administration and guidance counselors felt that more preventative and self-esteem building initiatives would enhance students’ academic progress and outlook for college and career discussion and planning which begins with our next of Middle School.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, there will be a 50% increase in the social-emotional learning practices and community service activities in the school as a result of the implementation of initiatives and classroom discussion around issues that affect our student population. These practices will allow us to increase how peers work together towards common goals, as measured by student surveys.</p>

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., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Each academy will select a community service initiative and execute various activities around that topic throughout the year. Each academy has a different focus: <ul style="list-style-type: none"> School of Dual Language: Caring for others and the environment by promoting awareness about recycling, the protection of endangered species, and rebuilding school garden. 	All students	September 2014 – June 2015	Guidance counselors, Assistant Principals

<ul style="list-style-type: none"> ○ School of Math, Science and Technology: Building awareness about water conservation and potable water in partnership with Charitywater.org ○ School of Communication and Performing Arts: Pay it Forward through penny collections benefiting St Jude’s and other children’s charities. ○ School of American Studies: Being a Good Citizen by building awareness of good deeds and penny harvest collections that benefit local organizations. ● Through the Respect-For-All platform, implement a series of age-appropriate assembly presentations focusing on the issues of bullying, cyber safety, and culture of acceptance. ● Through the Book of the Month initiative “Books that Help Us Grow”, present students with character building role models of good and ethical behavior that contribute to development of positive self-esteem. This year’s books include <i>If You Hold a Seed</i> which focuses on patience and perseverance, <i>The Story of Ferdinand</i> which focuses on being true to yourself, <i>I Have a Right to be a Child</i> which focuses on children’s rights—having a voice, and <i>Peace</i> which focuses on how we can bring peace to the world. ● Monitor positive student actions through in-class checklists that reward positive behaviors. ● Guidance counselors in each academy track issues such as bullying and chronic absenteeism, among other issues that can lead to or are an outcome of low self-esteem. ● Guidance counselors will plan an anti-bullying assembly, such as the NED (never give up, encourage others, and do your best) program. ● Engage in school-wide projects that will demonstrate student progress towards understanding the character building concepts and behaviors, for example “Fireplace of good deeds and behaviors” where each brick contains a student reflection on their positive actions. All bricks together will build something beautiful to display during the holidays. ● Administer 5-question student surveys in early June to measure impact of programs delivered throughout the year. 			
<ul style="list-style-type: none"> ● Enforcing mandatory Chapter 408 compliance by ensuring that every teacher reads and understands IEPs of all students they service, making particular note of the social-emotional needs that might trigger deterioration of self-esteem. ● Engage students in post-activity reflection about how an activity made them feel and/or reflecting on how the recipients of the goodwill may feel. ● Professional development is provided to special education teachers and paraprofessionals on PBIS (positive behavioral intervention supports). 	Teachers, All students	September 2014 – June 2015	Assistant Principal, Teachers
<ul style="list-style-type: none"> ● With support of the Parent Association and Parent Coordinator, present workshops for parents around the topics of safe classroom behaviors and self-esteem. For example, the Latin Women Association’s workshop on parenting, importance of school attendance, discipline, and domestic 	Parents	December 2014 – June 2015	Parent coordinator, guidance counselors

violence. <ul style="list-style-type: none"> • Invite a greater number of parents into the classroom as volunteers. Studies show that students whose parents are active participants in school life have better self-esteem and achieve greater academic progress. • Engage parents in the community service projects 			
<ul style="list-style-type: none"> • Understanding that all students and parents, regardless of socio-economic or migratory status, have special talents that can contribute to school activities, for example designing and producing costumes, painting or illustrating for plays. 	Parents	September 2014 – June 2015	Assistant Principals

Part 4 – Resources Needed

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

- Purchase Books of the Month for all classrooms
- Guidance counselor planning time and professional development
- Cost of NED assembly
- Parent coordinator and parent association meetings
- Art materials
- Programs to include dedicated Arts period in order to complete some of the projects

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		Title IIA		Title III	X	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.

By February 2015, each academy will have completed at least one community service activity and will have engaged students in two of the character building books and subsequent activities along with reflection.

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? 	X	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? 				
<ul style="list-style-type: none"> • 				

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

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • The citywide expectations require a professional development team in each school; for this reason, such a team was established to help design a robust professional development plan. • Teacher effectiveness affects student outcomes. Last year’s Advance Teacher Effective outcomes demonstrated a need for further teacher development in two of the components that are still being rated this year— 3b: Questioning and discussion techniques and 3d: Assessment in Instruction. In 2013-2014, 52% of teachers were rated effective or highly effective on component 3b, and 71% were rated effective or highly effective on component 3d. Student progress cannot happen until there is further teacher progress in these areas. • Our population of greater than 50% ELLs demands explicit teaching of oral language skills in order to help support writing skills.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, all teachers will participate in professional development with supervisors and/or teacher colleagues in an effort to strengthen teacher practice with regard to the Danielson Framework for Teaching. Particular focus will be placed on components 3b: Questioning and discussion techniques and 3d: Assessment in Instruction in order to support our instructional focus. We will see a 40% increase in the number of teachers who will effectively demonstrate the attributes modeled during professional development and outlined in the Danielson Rubric for components 3b and 3d combined.</p>

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., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • All teachers will receive professional development on the Socratic Seminar that will include discussion with grade level colleagues about methods of applying the seminar to their specific grade. • All teachers will receive professional development that will 	All teachers	September 2014 – December 2014	Principal and Assistant Principals

<p>include study groups based on published studies and articles about questioning and discussion in various subjects and disciplines, for example <u>Talking about Math</u> by Allison Hintz and Elham Kazemi, published in the November 2014 edition of <i>Educational Leadership</i> magazine.</p> <ul style="list-style-type: none"> All teachers will receive professional development in the area of Assessment in Instruction that will include opportunity to identify how and when to use various types of assessments in the classroom. 			
<ul style="list-style-type: none"> Teachers with specific training in Socratic Seminar will continue to support colleagues' professional development throughout the year. In support of ELLs and students with disabilities, teachers will be provided with professional development on differentiating their expectations of the amount of talk, the level of language, and the production of language. Teachers who were rated highly effective last year were also ones with advanced skills in these components. These teachers will open up their classrooms for intervisitations focused on these components. Supervisors will specifically look for evidence of questioning and discussion techniques and Assessment in Instruction during teacher observations for all teachers, not only those rated under the Danielson Framework. 	All teachers	September 2014 – November 2104	, Lead teachers Principal and Assistant Principals
<ul style="list-style-type: none"> Parents are their children's first teachers, and it is important to inform parents of the benefits of students having good conversations at home and how that translates to enhanced vocabulary, thus leading to improved comprehension. Parents will be encouraged to ask better questions of their children and thus become partners in their children's learning. 		September 2014 – June 2014	
<ul style="list-style-type: none"> Highly effective teachers will model the behaviors they teach and the expectations they set forth for their students in relation to components 3b and 3d. 	Highly effective teachers	September 2014 – June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

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

- Professional development will take place for the most part during Monday professional development time as per UFT contract
- Whenever necessary, mass prep periods will be provided to allow for grade level professional development
- Per-diem substitutes
- Copies of articles/handouts

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		Title IIA		Title III	X	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.

By February 2015, there will be an increase of 20% in number of teachers who have been observed and rated to have effectively demonstrated the attributes modeled during professional development and outlined in the Danielson Rubric for components 3b and 3d, combined.

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	X	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? 				

The percent of teachers currently rated effective or highly effective for component 3b remains at 52%. The percent of teachers currently rated effective or highly effective for component 3d is 40%. A drop of 31 percentage points. The reason for this decline can be attributed to having better calibration among the rating supervisors (7 supervisors), looking at and using low-inference notes more effectively, and greater monitoring of teacher progress from earlier observation feedback.

For those teachers demonstrating ineffective or developing practices in components 3b and 3d, we have implemented differentiated professional development using our lead teachers. Lead teachers use an inquiry approach coupled with intervisitations to assist low rated teachers in gaining greater awareness of the procedures and practices in place in their classrooms and lessons that yield highly effective results.

Supervisors have begun to request that teachers self-assess their performance after each observation for components 3b and 3d only, using the Danielson rubric in an effort to create greater metacognition.

We will also implement revisiting the curriculum units looking for more opportunities for differentiation and assessment.

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

<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Tracking of student data has been a long standing practice at our school. However, the practice has been implemented inconsistently. In the past, most of the post-task analysis work has been implemented on a full class or full grade basis and not effectively on an individual student or rubric category basis. Less than effective tracking, monitoring, and assessing student progress inhibit the teacher’s ability to effectively target instruction for the individual students or group of students. During our most recent Quality Review, and for the years thereafter, teacher’s assessment in instruction has been an area for improvement for the school in general. Although continuously providing professional development, little progress has been demonstrated as evidenced by the fact that only 71% of our teachers were rated effective in 2013-2014 Danielson ratings for this component.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, teachers will incorporate structures and a system for tracking, monitoring, and assessing student progress and impact of instruction on student learning. Evidence of successful implementation will include effective analysis of performance task results, actionable teacher reflections, and an increase of 10% in the number of teachers effectively demonstrating the attributes modeled during professional development and outlined in the Danielson rubric for component 3d.</p>

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., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> We will purchase the <i>i-Ready</i>™ Diagnostic and Instruction online program for assistance in diagnosing students’ skill 	All teachers	September 2014 –	Assistant Principals and Coaches

<p>levels in Math and Reading. This program will be used as a supplement for grade level instruction. The program will identify areas of strength and weakness and will allow teachers to understand student needs in areas that they may not be able to identify using standard grade level assessments. Students will then be able to receive instruction online, and teachers will be able to monitor progress and intervene whenever necessary.</p> <ul style="list-style-type: none"> Supervisors will periodically monitor the use of <i>i-Ready™</i> by students in their academy and grade, as well as monitor student progress. Supervisors will periodically monitor teacher action plans for those students not showing progress. Grade supervisors and coaches will design grade-wide assessments and provide tracking and analysis tools to teachers. Analysis tools, such as the <i>Analysis of Student Work</i> acquired from The New Teacher Center will allow for more individualized analysis of performance based assessments and other summative type assessments. This tool enables teachers to analyze both the strengths and areas of need for the students in their classes on a particular task. Additionally, all afterschool programs will require teacher monitoring of student progress through pen and paper as well as online assessments through the <i>i-Ready™</i> Program. Teachers will analyze literacy performance tasks and will develop implications for instruction. Teachers will also participate in study group discussions around the results of their analysis and determine implications for future planning on the subject matter. Supervisors will periodically monitor progress in student reading levels, math fluencies, writing standards, and math standards on a grade and class specific basis in order to identify trends that need immediate rectification or further analysis and attention. Supervisors will also analyze professional development reflection sheets completed by all teachers attending in-house professional development to determine follow-up needs of teachers on the subjects presented. 		June 2015	
<ul style="list-style-type: none"> Teachers will receive professional development in the area of Assessment in Instruction that will include opportunity to identify how and when to use various types of assessments in the classroom. Teachers will receive professional development for the tools to be used in analyzing student work. 	All teachers	September 2014 – June 2015	Principal, Assistant Principals and Coaches
<ul style="list-style-type: none"> Results of this analysis will enable teachers to better explain students’ needs to parents during weekly parent engagement opportunities on Tuesday afternoons, during parent conferences or on as needed basis throughout the year. Parents will have greater access to student progress information through the online <i>i-Ready™</i> Program for which student progress data can be easily accessed through the student login. 	Parents	September 2014 – June 2014	Teachers, Assistant Principals

<ul style="list-style-type: none"> Parents will be provided with an overview of the use of <i>i-Ready™</i> during a Parent Association meeting. 			
<ul style="list-style-type: none"> This year's MOSL selections for all grades include not only individual results, but also grade-wide results as part of each teacher's MOSL rating. Thus, greater collaboration among and between teachers is imperative in order for all to have a successful MOSL outcome. Supervisors are delegating more of the analysis work to teachers and teacher teams in order to create implication for future instruction that reflects the teachers' input and best meets the needs of their students. 	All teachers	September 2014 – June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Purchase <i>i-Ready™</i> Licenses Per session planning team work

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		Title IIA		Title III		Grants
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:				
<ul style="list-style-type: none"> 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. 				
<ul style="list-style-type: none"> By February 2015, analysis grids and implication for instruction will have been completed for all ELA and Math performance tasks to date, and an increase of 5% in the number of teachers observed and rated up to that time that will have effectively demonstrated the attributes modeled during professional development and outlined in the Danielson Rubric for component 3d. 				
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	X	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? 				
<p>The percent of teachers currently rated effective or highly effective for component 3d is 40%. A drop of 31 percentage points. The reason for this decline can be attributed to having better calibration among the rating supervisors (7 supervisors), looking at and using low-inference notes more effectively, and greater monitoring of teacher progress from earlier observation feedback. While the number of teachers rated effective and highly effective in component 3d has declined, the implementation of systems and effective practices of tracking and monitoring summative assessments has increased. Where we still have room for improvement is in the analysis of impact on student learning. We have begun to implement the use of two analysis protocols borrowed from our New Teacher Center professional development partnership. The Inquiry Cycle Action Plan and the Analysis of Student Work protocols guide the teachers through a more effective process of analysis, whose end result is an action plan that can improve the impact on student learning.</p>				

We want to build capacity by using our own lead teachers who have mastered *Using Assessment in Instruction* (3D) this year. As such, in March we will hold an Assessment Share Fair during professional development time, where the materials and protocols used by the lead teachers will be showcased and they will be able to share their work and their practices with all other teachers.

Administrators and data specialist have begun to share more progress reports on, for example the use of i-Ready, running record outcomes, etc., to help all staff members understand where we stand as whole grades and a whole school.

As noted in goal 5C, For those teachers demonstrating ineffective or developing practices in component 3d, we have implemented differentiated professional development using our lead teachers. Lead teachers use an inquiry approach coupled with intervisitations to assist low rated teachers in gaining greater awareness of the procedures and practices in place in their classrooms and lessons that yield highly effective results.

Supervisors have begun to request that teachers self-assess their performance after each observation for components 3b and 3d only, using the Danielson rubric in an effort to create greater metacognition.

We will also implement revisiting the curriculum units looking for more opportunities for differentiation and assessment.

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 last several Learning Environment Surveys (LES) have highlighted parents’ desires for more communication from teachers about their child’s progress more often than just during parent teacher conferences, more accessibility to teachers, and more workshops to help them understand what students are expected to know and do in their current grades.
 - The LES has also highlighted parents’ desire for more school based programs that support students academically, especially for test preparation.
 - This year, more than 800 letters reminding parents about basic lapsed vaccinations, physical exams, and vision exams were sent to parents requiring repeated follow-up because of a lack of parent response.
 - Often parents are forced to wait for months and months to see a specialist (neurologist, cardiologist, psychologist, etc.) because of a lack of insurance or inadequate insurance situations.
 - Guidance counselors’ logs identify teachers who have reported that students comment about being hungry in the morning hours of school as a result of not having eaten breakfast at home and are not arriving early enough for school breakfast.
 - Some of our families who are trying to assimilate into the American culture lack the funds to celebrate Thanksgiving dinner.
 - At Parent Association meetings, the average attendance is between 150 and 200 parents.
 - Parent attendance for parent teacher conferences ranges from 85% to 90% annually.
 - Our most recent LES survey indicates that 35% of respondents ‘communicated with school staff about your child’s academic progress’ between 2 and 0 times during the school year.
 - A needs assessment survey was conducted with parents and school staff in October for the Community Learning School initiative, in an effort to gather data about needs in the school community.

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.

We will provide additional family engagement opportunities throughout the year which, by June 2015, will yield a 10% increase in family involvement in the school and stronger community ties in response to the physical, intellectual, emotional, and social needs of the students and families.

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 			

<ul style="list-style-type: none"> 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>Parent Workshops:</p> <ul style="list-style-type: none"> Teachers will identify students' academic needs and design parent workshops that will help parents support their child's learning in these areas of need. Teacher will also develop workshops for parents of more advanced students to help them maintain their high achieving status. Teachers will develop workshops focused on areas of interest to parents. For example, parents have requested help with using the online programs offered by the school, and with how to help their children complete certain types of homework. Teachers will use the Tuesday Parent Engagement time to implement these workshops. Whenever possible, teachers will request that parents complete a survey to ascertain the effectiveness of the workshops presented by teachers. Through Title I funding, assign a teacher to provide parents the opportunity to participate in adult ESL classes, and basic computer lessons. In partnership with the Parent Association, provide workshop opportunities based on parent interest, such as Zumba™ training with a certified instructor and knitting classes. <p>Ongoing parent meetings:</p> <ul style="list-style-type: none"> During Parent Engagement time on Tuesdays, teachers will meet with individual parents to discuss student progress. Teachers will share detailed assessment results with parents and will provide guidance on how to help the student progress. These meetings may be teacher or parent initiated. Teachers will use scheduled appointment times for the two parent-teacher conferences related to report cards. The use of specific appointment times allows teachers to better plan for each parent's meeting and enables parents to better plan for their visit, especially those parents who have several children in the school. September and May parent conferences will provide parents with general classroom requirements, and later with reinforcement and preparation for summer vacation and for the upcoming school year. <p>Community Learning School:</p> <ul style="list-style-type: none"> P.S.19Q applied for and was awarded the status of Community Learning School. Through this initiative, the school will be able to eventually work with other community-based organizations to provide needed social services to our students and others in the community. Services may include: medical services, mental health 	<p>All parents and students</p>	<p>September 2014 – June 2015</p>	<ul style="list-style-type: none"> Teachers will assess their class needs. Teacher will discuss workshop plans with supervisor for approval. Teacher will implement and relay results to Teachers will schedule meeting as necessary. Teachers will seek assistance and guidance from supervisor if having difficulty reaching a parent of at risk student on a timely basis. <ul style="list-style-type: none"> SLC team lead by Principal

<p>services, optometry and dental services, and other social services as needed and available with our eventual partners.</p> <ul style="list-style-type: none"> • This initiative is being developed in conjunction with our in-house CBO—Hanac Beacon, an organization that has been providing afterschool and Saturday programs for more than 20 years. • During September and October, needs assessment surveys were administered to parents and staff. Results are expected in December. • Since Spring 2014, the SLC has been surveying the community to understand what is available to help connect with and support the needs of the families. • Once needs assessment results have been announced, agency partnership search begins in an effort to launch services beginning during the next school year. <p>Services already in place though community partnerships include:</p> <ul style="list-style-type: none"> • For the second year, parents and teachers of kindergarten students will have the opportunity to become Cool Culture members. The Cool Culture pass provides families with free access to hundreds of New York City's rich cultural institutions, in order to provide educational experiences for their children, and to allow parents to serve as their child's primary educator. • Fruit and vegetable morning program – through partnership with DOE Food Services, all students are provided a fruit or vegetable snack three days a week as they enter school, and they are encouraged to eat it upon arrival. • Thanksgiving dinner – through partnership with St. Nicholas Greek Orthodox Church, needy families are given all the materials necessary to prepare their family's Thanksgiving dinner • Optical exam with eye dilation – in partnership with Seeing a Bright Future. Identified students with vision problems will receive an eye examination and will be offered free glasses. • Dental van – in partnership with Colgate Bright Smiles, in December, identified students will visit a mobile dental van that will visit the school for a day. 			
<ul style="list-style-type: none"> • Parents will play a major role in identifying the needs of the school community through the completion of a Needs Assessment Survey, which will be used to identify possible services to provide through the Community Learning School initiative. • Toward the end of the school year, parents will be asked to complete another survey to help determine if the identified needs were successfully met and programs implemented to date. 	All parents	October 2014 – June 2014	SLC Team and Principal
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

Part 4 – Resources Needed

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

Resources needed include:
 For parent workshops and meeting – teachers, copying of handout materials
 For Community Learning School – SLC team, schedule adjustment to attend meetings, substitute coverage to attend meetings
 For other services – guidance counselors, office support staff, kitchen staff extended hours, cost of culture program

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		Title IIA		Title III	X	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.

By February 2015, at least 5% of parents will have engaged in parent workshops or in one-on-one teacher meetings during Parent Engagement time on Tuesdays.

By February 2015, the Community Learning School initiative will have identified the needs based on survey results and will have started to search for agency partners.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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"> • Grade 3 scaled score below 299 • Grade 4 scaled score below 296 • Grade 5 scaled score below 297 	<ol style="list-style-type: none"> 1. Reading with TLC is a literacy program that focuses on letter-sound recognition and letter-sound formation. 2. Leap Frog Leap Frog is a technology-based program that was purchased for Kindergarten and First grade classes to develop phonological awareness. 3. Schools Attuned Philosophy The Schools Attuned program is a comprehensive professional development and service delivery program from All Kinds of Minds. 4. RAZ Kids Raz Kids is a research –based individualized instructional reading program delivered via the Internet. 5. Leveled Library Intervention (LLI) Leveled Literacy Intervention (LLI) is a scientifically-based reading 	<ol style="list-style-type: none"> 1. Administered in small groups and on a one-on-one basis 2. Centers 3. One to one 4. One-to-one; home independent work 5. Small group and one- to-one 	<ol style="list-style-type: none"> 1. Three to five days a week during the school day by designated AIS and speech teachers 2. During the school day 3. During the school day 4. During the school day and at home access 5. During the school day

		<p>intervention system written by Fountas & Pinnell.</p> <p>6. Rosetta Stone Classroom Rosetta Stone uses innovative technology to accelerate language learning through an engaging program that correlates to state and national standards for students in Dual Language, ESL, and Bilingual classes.</p> <p>7. ESL Instruction: The Balanced Literacy Model with Established Language Goals and scaffolding techniques are presented in all self-contained ESL and Bilingual Classes.</p> <p>8. Extended Day Additional time is provided for all students who demonstrated areas of need.</p> <p>9. RTI – Tier I Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing Journeys; Leveled Books; Sing, Spell, Read and Write; Fountas and Pinnell Phonics; Peoples' Common Core</p> <p>10. RTI – Tier II Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing LLI,</p>	<p>6. One to one</p> <p>7. Whole class and small group</p> <p>8. Small group and whole class</p> <p>9. Small group</p> <p>10. Small group</p>	<p>6. During the school day and online home access</p> <p>7. During the school day</p> <p>8. Afterschool</p> <p>9. During the school day</p> <p>10. During the school day</p>
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		<p>Words Their Way, Foundations, Leap Track, and Stephanie Harvey Comprehension Tool Kit</p> <p>11. RTI – Tier III Students potentially at risk are identified and serviced by AIS Literacy specialists</p> <p>12. AIS Literacy Specialists Provide daily push-in support for Grades K to 5. The Literacy specialists implement the Balanced Literacy curricula in order to provide additional support and differentiate instruction for these students.</p>	<p>11. One to two student groups</p> <p>12. Small group</p>	<p>11. During the school day</p> <p>12. During the school day</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Grade 3 scaled score below 293 • Grade 4 scaled score below 284 • Grade 5 scaled score below 289 	<p>1. Small Group Skill Intervention Intervention using <i>Go Math</i> Grab-n-Go resources for students not meeting standards based on unit assessments</p> <p>2. Basic Math Facts Students are being motivated to take charge of their learning by encouraging study of grade level math facts on their own through the use of the XtraMath.com Program.</p> <p>3. Extended Day Third, Fourth, and Fifth grade students participated in this school based program.</p> <p>4. Project Hope Project Hope is a</p>	<p>1. Small group</p> <p>2. One-to-one</p> <p>3. Small group</p> <p>4. Whole class</p>	<p>1. During the school day</p> <p>2. During the school day and online home access</p> <p>3. After school and on Saturday</p> <p>4. Afterschool</p>

		<p>research Math enrichment program from St. John's University. It targets third, fourth and fifth grade ELL students with high aptitude in mathematics.</p>		
<p>Science</p>	<p>Teacher recommendation based on student work</p>	<p>1. Tier I Instruction</p> <ul style="list-style-type: none"> • Comprehensive Assessment for Level 2 students • New York Coach for Level 3 students • Included a 30-minute Read Aloud session • Included the use of the Passwords Vocabulary • Selected ESL Teachers support the science curriculum calendar using literature that is aligned with the Harcourt text series. These teachers work specifically on science content vocabulary with a small group of students. • AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups. • All students participate in one content area performance task <p>2. Tier II Instruction</p> <ul style="list-style-type: none"> • AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups. 	<p>1. Small group and whole class</p> <p>2. Small group and whole class</p>	<p>1. During the school day</p> <p>2. During the school day</p>

		<ul style="list-style-type: none"> This intervention included the use of the Passwords Vocabulary Book Extension of Activities 		
Social Studies	Teacher recommendation based on student work	<ol style="list-style-type: none"> Students are identified for AIS in Social Studies by assessing four key areas of need in the essential skills listed in the NYS Social Studies Standards. Students are evaluated during each unit in Economics, Government, Civics, Geography, and History. Students receive intervention based on their performance on classroom tests and assessments. Based on the identification of specific areas of deficiency, small group and whole class instruction is then designed to target and address these needs. Students also respond to essential questions posed in each unit based on their understanding of the NYS Standards and writing of Informational Texts (CCRS). These responses are then assessed. Non-Fiction writing skills are then scaffolded and supported throughout the year based on these content area questions in order 	<ol style="list-style-type: none"> Whole class 	<ol style="list-style-type: none"> During the school day

		<p>to assess progress. In addition, practice is provided in analyzing various types of primary sources including photographs, maps, letters, political cartoons, and posters.</p> <p>2. Students participate in one content area performance task.</p>	<p>2. Whole class</p>	<p>2. During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>1. As part of their daily assignments with students, the Guidance Counselors serve as liaisons with parents as part of our Academic Intervention Teams on behalf of the students.</p> <ul style="list-style-type: none"> • address issues of maladaptive behaviors which may have an impact on learning as well as on social relationships within the school. • deal with self-esteem issues that arise as a result of academic struggles. • contact parents of students who have been excessively absent or who have created a pattern of absences. • investigate student needs, such as health-related issues, including vision and hearing. • Present students during PPC meetings for evaluation and collaborative discussions. 	<p>1. Individual and small group</p>	<p>1. During the school day and afterschool with parents</p>

		<p>connects with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation.</p> <p>4. In addition to daily school nursing duties, school nurses at P.S. 19Q:</p> <p>a. implement Open Airways classes. Each class is comprised of six sessions. During the classes, the Nursing staff teaches the students how to recognize the symptoms of an impending asthma attack and what to do to prevent or minimize the severity of the attack. The children were taught about how asthma is triggered and how to avoid the attacks. The children's families were included in these sessions by means of newsletters and printed material translated into the languages of the community. In addition, the children were taught how to use a spacer and a peak flow meter. After a modeling demonstration, the students were required to</p>	<p>4. Small group</p>	<p>4. During the school day</p>
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		<p>repeat the procedure for the Nursing Staff to show that they had learned the proper technique. The students were also asked to take an asthma pre-test and post-test to measure their level of understanding.</p> <p>b. School nurses implement Healthy Options and Physical Activity Program (HOP) to assist children and families in developing healthy lifestyles. Nurses provide families of students with (Body Mass Index (BMI) greater than 99% with clinical assessment, health education, counseling, and referrals to available resources in the community.</p>		
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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
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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.

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

- Available positions are posted on the Open Market Hire System with the expectation of hiring the most qualified applicants.
- Participate in college internship programs and bring in high quality interns that may be potential new hires upon completion of their certification requirements.
- Participate in the DOE Bilingual Pupil Services program to bring in high quality interns that may be potential new hires for our Bilingual and ESL classes upon completion of their certification requirements.
- Interns participate in all PD provided to their cooperating teachers.
- Participate in NYCDOE sponsored Hiring Fairs to recruit qualified applicants.
- Untenured teachers participate in New Teacher Mentoring with one of our lead teachers for the required hours per year.
- New teachers are partnered with an experienced teacher in the grade to provide on-going support.
- New teachers are provided support and weekly individualized professional development by the lead mentor and both Literacy and Math coaches appropriate to their grade, level of experience, and needs.
- Provide opportunities for teacher collaboration and in-house professional development:
 - All teachers participate in grade specific professional development at least once per week.
- Lead teachers are identified for each grade. Their responsibilities include, but are not limited to, planning monthly units, developing performance tasks together with Assistant Principals and Coaches, attending and turn keying in-house and external professional development, being the go-to person for the grade.
- All teachers are provided ongoing feedback as a result of informal walkthroughs and formal observations.

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).

- Lead teachers and other highly effective teachers participate in the following professional development partnerships:
 - Project Hope (Math – federally funded research program providing student enrichment and teacher development in conjunction with St. John's University – emphasis is on students' communication skills to enhance mathematical problem solving)
 - Project Win (ESL certification program in partnership with St. John's University)
 - Project LEAD (Leadership Development program emphasizing 4 levels of leadership [personal, interpersonal, managerial, and organizational] in partnership with St. John's University)

- Integrated Co-Teaching Workshops – (network-sponsored program designed to build collaboration and teaching practice in the co-teaching model)
- ESL, half of ICT partner teachers, and planning team member teachers participate in the Hochman Writing Revolution program
- All teachers participate in Professional Development on Monday afternoons.
- Grade planning teams attend Ready GEN CCLS aligned Literacy professional development, and turnkey what they have learned for the other teachers on the grade.
- Grade planning teams attend Go-Math CCLS aligned professional development, and turnkey what they have learned for the other teachers on the grade.
- Coaches support teachers’ work through individual and group professional development.
- Coaches attend monthly Network-provided CCLS professional development.
- Principal and AP’s attend Network-provided professional development.
- Two Mentors and one Assistant Principal participate in New Teacher Center professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

Parents of pre-kindergarten children receive orientation from guidance counselors and speech providers in the spring before the students are entering kindergarten. These orientation sessions are group sessions and include:

- Guidance for how to prepare students emotionally for kindergarten.
- Packets of worksheets and workshops that will allow parents to work with students over the summer on the number sense and phonemic awareness.
- Instruction about how to begin to practice sight words that students will learn in kindergarten.
- Information on about how to prepare students with life skills necessary for more independence in kindergarten—tying shoe laces, zipping up jackets, eating lunch unassisted, etc.
- Parents of students who will be attending special programs, such as Dual Language, attend special orientation sessions with the teachers to help them better understand the requirements of the program and special preparation activities they can implement at home during the summer.

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.

- Performance tasks are now administered after every Module in ELA and every Unit in Math. These assessments are reviewed and adjusted accordingly by the grade-specific planning teams, of which teachers are members. Weekly grade-specific meetings provide professional development for teachers on the purpose of and how to administer assessments, as well as use of assessment results to plan and improve instruction. Teachers are asked to complete Action Plans on a regular basis to target the specific needs of all students. Teachers are encouraged to develop formative/interim assessments to help provide multiple assessment measures designed to monitor progress and inform instruction. As part of ongoing professional development, teachers are provided training and practice dealing with components 3b (Questioning and discussion techniques) and 3d (Using assessment in instruction). A school-wide assessment plan (calendar) is used to monitor assessment timing and assures adequate planning.
- The MOSL committee looked closely at our instructional focus to make sure that the selection of assessments improved and informed instruction and student learning. This year, the committee surveyed each grade and created a strategic assessment plan, whereby the teachers identified which tests administered last year informed their instruction and which tests required more time to score, norm, and submit. This information helped us to be realistic and identify our capacity for our operational needs. The following topics were discussed during our meetings:
 - New MOSL Guide for 2014-2015
 - Timeline and changes
 - MOSL selection process
 - Additional assessment options
 - Additional subgroup options
 - Flexibility with assigning measures
 - Informing the staff
 - Discussions of different measures by the committee (pros and cons)
 - Recommendations for the Principal
 - Assessments chosen for 2014-2015 include:
 - NYC – TCRWP for Local measure for K-3
 - State – Math Tests all grades for State measure for all teachers, all grades
 - State – ELA Tests all grades for 3rd – 5th grade for ELA and Math teachers and cluster teachers, all grades
 - State – Science Test for all Science teachers
 - State – NYSESLAT for all ESL teachers and teachers with more than 10 ELLs for all grades

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	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,067,118	X	7-9, 11-14, 16-21, 23-24, 27-28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$174,956	X	
Title III, Part A	Federal	\$137,292	X	11, 25, 28, 41
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$11,102,012	X	7-9, 11-14, 16-21, 23-24, 27-35

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. **P.S. 19Q The Marino P. Jeantet School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **P.S. 19Q The Marino P. Jeantet School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State, and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- communicating important and time-sensitive notices and information through the Blackboard Connect5™ Voice Broadcast and Emergency Notification System;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of 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), and parent members of the School Leadership Team were consulted on the proposed Title I Parent Involvement Policy and were 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, and 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;
- establishing a Parent Resource Center/Area or lending library as well as 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 parents/teachers and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 19Q The Marino P. Jeantet School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening, and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of Limited English Proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- communicating important and time-sensitive notices and information through the Blackboard Connect5™ Voice Broadcast and Emergency Notification System;
- involving parents in the planning process to review, evaluate, and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff members;
- 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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 890
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 50
of certified ESL/Bilingual teachers: 15
of content area teachers: 35

Describe the direct instruction supplemental program here and include the

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

Begin description here: Before and After School programs:

Project Hope

Activities: After school program, Math ELL enrichment

Number of students to be served: 60-70 students

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

Languages of instruction: English

Times per day/week: program duration: Two times a week for a total of Three hours - from November to April for a total of 3 classes Wednesdays and Thursdays from 2:20p.m.- 3:50p.m.

Service provider and qualifications: Program was written and researched by St John's University, ELL Research Department and Common Branches state certified teachers

Rational for the selections of programs and activities-

Project Hope is a researched program from St. John's University. It targets ELL students with high Math aptitude. As an enrichment program it targets language as it provides Math enrichment. Project Hope involves an additional 90-minute program two times a week in Mathematics. This after school program targets 60-70 ELL students through the course of three years and involves three classes that meet for two 90-minute sessions each week for a total of 33 sessions each from November until April.

MATH Enrichment is provided through Math multi-steps problem based activities, where students work collaboratively to solve and discuss the process of the Math work involved. Most of the work problems have been provided by St. John's University the remainder is from NYEngage and Exemplars Math program.

MATH After School Program:

Part B: Direct Instruction Supplemental Program Information

Activities: After school program, Math ELL Intervention

Number of students to be served: 320 students 200-250 ELLS and 70-100 former ELLS

Grade Levels: 3-5th Grade Students

Languages of instruction: English

Times per day/week: program duration: Once a week for 1.5 hours - from November to April for third graders and December to April for fourth and fifth graders. Wednesdays from 2:20p.m.- 4:50p.m.

Service provider and qualifications:ESL and Bilingual Teachers will push in for half hour to each class and Common Branches Teachers with experience in the upper Primary grades will teach content. All students will receive services from both ESL teachers and Common Branch teachers. The ESL teacher's role is to focus on the academic language used in Math problems that would interfere with students effectively solve MATH problems. All teachers will receive training prior to program to know the concepts and pacing of the program.

Rational for the selections of programs and activities:The After-School Math ELL Intensive Program addresses 3-5th grade at-risk ELL students for the purpose of improving student math performance and help students meet the standards (for the NYS math tests). There will be a total of twelve classes for the Math ELL after school program, servicing approximately 320 ELLs, twelve common branches teachers and four ESL teachers will service these classes. Supplementary Math instructional materials will be provided as an intervention for these at-risk ELL students. Classes will meet a total of 18 to 16 sessions beginning in November through April, from 2:20 p.m. to 3:50 p.m. Group size will be maintained at 20 students per teacher.

The classe are divided into Math ability as well as language ability, therefore those at Risk are using "Big Idea", and those approaching mastery will be using "Get Set For MATH NY" both groups will also get individualized "IReady Math" time in the computers to work on their individual needs. The thrust of this program is to provide support for these students to meet basic Math concepts on their grade domains.

Former ELL Language Enrichment Saturday Program

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

Number of students to be served: 120 students 50 ELLS and 70 Former ELLS

Grade Levels- 3-4th Grade students

THis program will target Advance ELL to Former ELL students(Students who became proficient in the last two years) to further develop their discourse and Math Ability as well as to practice language used in ELA exams. Im mathematics they will work on Exemplars to develop language and Math skills in the process of problem solving. For ELA they will work with the Common Core Coach book on close readings to develop language that pushes critical thinking to address the new reading standards. There will be a total of 6 classes that will meet for 3hrs on Saturdays from January to April for a total of 10 sessions.

Part B: Direct Instruction Supplemental Program Information

Saturdays from 8:30p.m. -11:30p.m.

Service provider and qualifications:ESL and Bilingual Teachers will push in for half hour to each class and Common Branches Teachers with experience in the upper Primary grades will teach content. All students will receive services from both ESL teachers and Common Branch teachers. The ESL teacher's role is to focus on the acadamic language used in Math problems and in ELA reading questions that would interfere with students. All teachers will receive training prior to program to know the concepts and pacing of the program.

ELA After School Program:

Activities: After school program, ELA Intervention for ELL students

Number of students to be served: 360 students 250-300 ELLs 50-100 Former ELLs

Grade Levels: 3-5th Grade Students

Languages of instruction: English

Times per day/week: program duration: once a week for 1.5 hours - from November to April for third graders and December to April for fourth and fifth graders. Thursdays from 2:20p.m. - 3:50p.m.

Service provider and qualifications: ESL and Common Branches Teachers with experience in the upper Primary grades will teach this program. ESL and or Bilingual teachers will push in half hour sessions. ESL will provide ESL strategies specif on language structure anc vocabulary development based on topics being presented by the program. Time will be given on Tuesday other professional work time for teachers to coordinate instruction.

Rational for the selections of programs and activities: The After-School ELA Program addresses at-risk ELL students in grades 3-5 scoring intermediate to advance scores in the NYSESLAT. There will be a total of sixteen classes servicing approximately 360 ELLs. They will meet a total of 16/18 sessions beginning in November through April, from 2:20 p.m. to 3:50p.m. once a week. Group size will be maintained at 20 students per teacher. The sessions will address literacy skills and language structure development. Two different groups will be targeted those with high level 1's and 2's at risk students and those approaching standards with high level 2's or low 3's. They will use "Supporting the Standards-NYCoach"; "Performance Coach"; and "Read, Reason and Write". All of these programs will push High interest reading thematic range of reading pasages or writng to develop academic language and discourse. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Reading Skills books will be provided to improve English language skills. General instructional supplies such as chart paper, markers, manipulatives, books, computer license and certificates of achievement will be purchased to support the After School Programs.

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

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

Part B: Direct Instruction Supplemental Program Information

Number of students to be served: 90 students all ELLS

Grade Levels: 1st and 2nd Grade Students

Languages of instruction: English

Times per day/week: program duration: two times a week for 1 hour - from January to April

Service provider and qualifications: ESL and Bilingual Teachers will push in for half hour sessions and Common Branches Teachers with experience in the Lower Primary grades will teach the core of the program. Bilingual or ESL teachers will provide ESL strategies in Language enrichment and vocabulary development. Tuesdays other professional work time will be dedicated for these teachers to coordinate instruction.

Rational for the selections of programs and activities: The 1/2nd Grade ELL After-School Program addresses instruction to improve literacy. It will meet 2 days per week (Wednesday and Thursday) from 2:20 p.m. to 3:20 p.m. There will be a total of 6 classes for the ELL After-school servicing approximately 90 students. We will be using a literacy based program to help the students develop language and literacy skills. One of the programs we will use is "Language Power".

Spanish Early Bird Program:

Activities: To improve content Language vocabulary and language structure in Spanish

Number of students to be served: 15 students Dual Language students.

Grade Levels: 3-5th Grade Students

Languages of instruction: Spanish

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

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

Rational for the selections of programs and activities: The Spanish Early Bird Program will address instruction to improve content area vocabulary for students at-risk in the Dual Language. Instruction will be provided in Spanish with supplemental materials in the Native Language to help students meet the standards in Math and other content area. Supplementary instructional materials will be given to provide intervention for at-risk students.

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:

10 Dual Language teachers will receive training on administering and analyzing EDL, Spanish Running records. (50 Per Diem Days). Two dual language teachers and two bilingual special education teachers will be send for training on the Spanish Phonics Program of Estrellita (12 Per Diem day).

The Title III program teachers will receive two to three professional development sessions, they will take place during the Tuesdays other professional work time and after this time too. There will be an introductory session given by the MATH Coach and lead Math teacher trained by ST john's PProject Hope staff on training for MATH ELLs, ELA Title III programs will receive PD by the ESL teacher on scaffolding lanuage and working with vocabulary development. Thye will alos receive technology training to work with their group of students on the "IReady" program by the Dual LLanguage/ATechnology supervisor.

Part D: Parental Engagement Activities

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

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

Begin description here:

Attendance for the after school programs is monitored by the Parent Coordinator, paraprofessional and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder. Parents receive all permission slips and other letter information regarding all Title III programs in English and preferred language identified in ATS

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

Part D: Parental Engagement Activities

Kindergarten Parents will receive the purchased Cool Culture Pass in order to support and guide them to navigate and use the city's many cultural museums and park facilities. This program is specifically designed for these families to use as a resource to expose their children with many different experiences that will in turn be used as background knowledge for their children's language development and academic growth and progress.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 24	Borough Queens	School Number 019
School Name Marino Jeantet 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 Mrs. Genie Calibar	Assistant Principal Mrs. Ivette Faya
Coach Mrs. Kristen Morris	Coach Mrs. Ellen Peruche, Data Sp.
ESL Teacher Ms. Michele Morales	Guidance Counselor Mrs. Laura Jett
Teacher/Subject Area Mrs. Maria Gatanas, ESL	Parent Ms. Maria Quiroz
Teacher/Subject Area Mrs. Debbie Kinney, Test. Coor	Parent Coordinator Mrs. Josette Pacheco
Related Service Provider Mr. Justin Thompson, AP	Other Mrs. Clara Montoya, Trans.
Network Leader(Only if working with the LAP team)	Other Mrs. C. Montas, Dual. Lang, AP

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.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	10	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)	1949	Total number of ELLs	1129	ELLs as share of total student population (%)	57.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
SELECT ONE	0	1	1	1	2	1								6
SELECT ONE														0
Total	2	3	3	3	4	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1129	Newcomers (ELLs receiving service 0-3 years)	936	ELL Students with Disabilities	179
SIFE	1	ELLs receiving service 4-6 years	211	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	125	0	0	23	0	0	0	0	0	148
ESL	681	1	129	138	0	50	0	0	0	819

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	806	1	129	161	0	50	0	0	0	967
Number of ELLs who have an alternate placement paraprofessional: <u>17</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	33	13	35	4	29	7	21	9	20	5	13	2							151	40
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	33	13	35	4	29	7	21	9	20	5	13	2	0	0	0	0	0	0	151	40

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 191

Number of third language speakers: 5

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 41

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	325	191	145	116	102	87								966
Chinese	1	3	1	2	3	1								11
Russian														0
Bengali			4	4	4	3								15
Urdu	1													1
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other	22	10	7	5	6	3								53
TOTAL	350	204	157	127	116	94	0	1048						

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)	183	10	6	5	16	23								243
Intermediate(I)	1	105	69	30	60	46								311
Advanced (A)	109	118	107	111	66	64								575
Total	293	233	182	146	142	133	0	1129						

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	85	57	17	0	159
4	86	48	6	4	144
5	88	73	17	3	181
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	65	4	69	1	21	2	5	0	167
4	77	11	53	0	12	1	3	0	157
5	94	8	66	2	15	1	3	1	190
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	11	4	33	3	76	0	28	1	156
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)	0	5	31	51				
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.
Beyond the initial screening, progress monitoring of data is used to make decisions and revisions about instructional goals and services throughout the year. A number of different assessments are used to get a complete picture of student abilities, strengths and needs. The systematic administration of these assessments allows for all staff who are service these students access to a student profile to be

used to design instruction.

Student profiles, TC Running Records are State assessments used initially to get a preliminary picture of students progress. TC running records/concepts of print are then continuously administered as needed to ensure appropriate independent reading levels, set benchmarks and goals. Ready Gen unit and module assessments will be used as interim and cumulative progress measures. MOSL Baseline assessments have also been scored and will be used as a baseline for monitoring student progress.

Core standards, rubrics, Informal/Formal Teacher Assessments, Alternate assessments all offer multiple means of assessments for revisions to curriculum, differentiated planning and schools instructional plan.

For Dual Language classes, Native Language Arts Assessments are used to build background and assess competency in both languages and content areas.

Technology is also used in programs such as ARIS, STARS, Title III AMOA.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Kindergarten students are assessed using the LAB-R assessment. Analysis shows that students are more likely to test out in this grade than in upper grades. Overall, if students do not reach proficiency levels in the LAB-R assessment, they will more than likely continue to be an ELL student until they are able to understand and use academic language. For the most part, the NYSESLAT indicates that students fare better in the listening and speaking modality compared to the reading and writing. There is also significant progress made in the Listening and Speaking modality as they acquire this language (BICS) before achieving proficiency in academic language (CALP). This year, however we noticed an increase in the number of students who tested out in the fifth grade on the NYSESLAT and the decreased number of Beginner students overall. As in the past, there are a number of students in third and fourth grade that "stall" due to the increase in complex text and academic language.

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](#))

Evidence from question #2 was used for the following instructional decisions:

Using NYSESLAT, Title III AMAO, formal and informal assessments as a tool, the school community has recognized the need for aligning instruction to standards, instructional shifts and the maximizing of instructional time in order to further close the achievement gap. Selected materials and activities are purposely selected to provide all students with access to curriculum and full participation.

Trends in modalities have lead us to focus on specific sub-groups of ELLs in order to prepare and offer instruction/interventions that meet the needs of the students. Indicators such as educational history, years of service, dominant language, grade levels and performance progress allows us to pinpoint warning indicators. This data, supported the revision of our instructional programs and its components. Additional time is allotted for opportunities for discussion, read alouds, modeling of language, partnerships, independent reading and application of writing. A more structured format has allowed us to create a balance in literacy where vocabulary, reading strategies, complex text and writing applications work cohesively. Within all structures, connections, language development, multiple points of entry, and text evidence is embedded.

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?

Native language assessments are used to assess dual proficiency and provide equitable data. Results from the ELE indicate that students who had a strong literacy background in their native language scored higher (quartile 4.)

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](#).)

RTI is being used as a pre-evaluation that aims at prevention of inappropriate referrals while increasing and supporting instructional time. Data gathered is used to differentiate instruction (UDL) and match learning needs to student. Liscensed reading teachers service students through a schedule which is in addition to their regular class instructional time. Students can also be assessed using differentiated/alternate assessments so that appropriate measures of progress can be made.

Data is collected by servicing teacher informally as well as formally. Conference notes, authentic student work, projects etc. are used as daily guides to designing instruction. Formally, TC running records and individual student progress sheets are collected 3 times a year and used at RTI meetings collaboratively to discuss progress, continue, change or discontinue service. When necessary, additional school staff such as guidance counselors, SBST members and support service providers and parents are invited to collaborate on the decision-making.

6. How do you make sure that a child's second language development is considered in instructional decisions?
When applicable, the students dominant language and literacy background is taken into consideration when planning group or individual instruction. Transfers, and background knowledge offer great support and foundation for acquisition of content. Dual acquisition of language is also integrated through content instruction. Instructional staff is aware and has increased opportunities for linguistically and culturally diverse instruction.

7. For dual language programs, answer the following:

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

7a: EP students are assessed in the second (target) language through varies methods. Their reading level is assessed with the Evaluacion del Desarrollo de la Lectura (EDL2) program beginning in Kindergarten and through 5th grade. We use the Senderos (Journeys) Literacy program to provide Spanish literacy instruction and vocabulary, grammar and writing are assessed through tests and performance assessments built into the program. Oral language is assessed through teacher observation of partner, small group and class discussions.

7b: The level of proficiency in the second (target) language for EPs varies depending on grade, the students' home language and the academic aptitude in the English language. Kindergarten EPs are only provided literacy instruction in English and only 1-2 periods of SSL a week. Therefore, their proficiency level in the target language is greater if their home language is Spanish (the target l anguage) because the parents are supporting the language development. We've also noticed that EP students who are strong academically in English literacy demonstrate high proficiency in the target language and vice versa with weak English literacy in all grades.

7c: EP students are performing as expected on State and City assessments based on their academic aptitude in English literacy. Participation in the Dual Language program has not hindered their performance and in fact, the trend seems to be that lower performing EPs in dual language perform better than similar students in monolingual classes.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Systematically throughout the year students progress is tracked through TC running records and other informal assessments. Other documents such as the school report card, progress report, NYSELA and NSESLAT results are used to evaluate student progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The registration process begins with an informal interview conducted by qualified personell, such as Mrs. Morales, ESL teacher, or Mrs. Ivette Faya, Assistant Principal in charge of ELL programs. A brief conversation takes place with both the student and parent in English or in their native language if necessary. This interview helps begin to determine appropriate placement and instructional choices for our students, and to ensure that they are given equal access and opportunities for success. When applicable, we have requested from parents report cards or other school documentation to help with the identification process. For these students who are new admits (Code 58), the parents are also given a Home Language Survey (HLIS) to complete. A licensed pedagogue is also available to help parents with completion of the forms. Upon review of the HLIS form, if the student is identified as dominant in a language other than English, qualified personnel discuss and confirm their responses and invite them to attend a parient orientation

within the 10 days of their enrolment.

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.
During the orientation mentioned above, the parents are made aware of the programs choices. As parents view the EPIC video, in their native language as necessary, they are made aware of all programs and those programs offered at our school. Upon completion of the video, the parents are asked to complete the Parent Survey form. Next, the parents are given an opportunity to ask questions and then make their selection as indicated on the Parent Selection form. Once the selection has been made, the child is placed in either of our available programs, space permitting. For those parents who are unable to attend the meeting, additional meetings are scheduled as necessary.
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 [\[see tool kit\]](#).)
In a final attempt to complete these forms, and facilitate their completion for the parents who may not be able to attend the meetings, a letter is sent home notifying them of additional options and help in completing the form. The parents may choose to either attend the next scheduled meeting, be contacted by phone to conduct the interview or complete the forms and return them to school with the student. Upon return of these forms, indicating parent choice, the ELPC screen on ATS is completed and forms are organized and stored by grade and class. Other forms such as placement, entitlement, proficiency in LAB or NYSESLAT letters are completed, distributed and sent home in the beginning of the school year in an attempt to notify parents of services their child will receive during the current school year. These submitted forms are also kept in a binder by grade and class for review.
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.
Further evaluation of the students English or native language proficiency level is assessed using the LAB-R within ten days of placement. The LAB-R and the Spanish LAB assessments (when needed) are administered by licensed pedagogue such as Mrs. Gatanas, Mrs. Morales and Mrs Romero (for Spanish LAB testing) to determine whether students are entitled to Bilingual/ESL programs and services. In addition to results from the LAB data, the parent interview conducted during the registration process is also used to select appropriate placement for the student. The years the students has been in the country, the language/s student received instruction, program availability and parent choices all help determine placement. Once the assessment has been hand scored, the provider assigned to the class and classroom teacher is notified of the students entitlement. Further review of this entitlement and other summative assessments can also be reviewed by staff in ARIS
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.
In the beginning of each school year, ATS reports are used to review NYSESLAT scores in order to determine continued eligibility and mandated instructional minutes according to student proficiency levels. More specifically, the RNMR report is used to ensure students have been administered all components of exam and to further pinpoint the modality the student is either excelling in or struggling with. Within the school year, student progress is monitored through formative assessments such as conference notes, authentic student samples and oral discussions. A combination of data and assessments are used to set up differentiated and flexible grouping for entitled students. Finally, at the end of the year, the students are once again administered the NYSESLAT exam to determine the need for additional support services in the coming year. During the testing window, the testing coordinator, ESL, AP and other assigned staff members keep track of organized class lists and checklists to ensure all students have been given all components of the exam.
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. 
In order to clarify and answer any questions with regard to these services, Mrs. Faya, Assistant Principal and Mrs. Clara Montoya, Translations and Interpretation Unit, provide parents an open forum for questions and answers with regard to program choices and availability. A review of the Parent Survey and Program Selection forms have revealed that at P.S. 19Q more parents have begun to request ESL programs and Dual Language Programs. In order to meet parent requests, we have expanded our Dual Language Program to a K-5 program. In terms of parents requesting ESL, approximately 95% of parents choose ESL as a first choice as reflected on the ELPC screen on ATS. This may be in part due to new regulations stating that students must be tested in English Language Arts within of one year of coming to the United States. This finding has allowed us to provide parents with their first request for their son's/daughter's program choice, space and availability permitting.

Part 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])?

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

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually using the NYSESLAT in order to determine the mandated number of minutes of instruction, align instruction and differentiated needs. This year in particular, school administrators placed strategically placed students and teachers in classes to comply with mandated minutes. Teacher schedules reflect both push-in and pull-out schedules to provide total number of mandated minutes according to proficiency levels.
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)?

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually using the NYSESLAT in order to determine the mandated number of minutes of instruction, align instruction and differentiated needs. This year in particular, school administrators placed strategically placed students and teachers in classes to comply with mandated minutes. Teacher schedules reflect both push-in and pull-out schedules to provide total number of mandated minutes according to proficiency levels. Regardless of placement, all students receive instructional supports. More specifically, for those students currently enrolled in a Dual Language Program, a schedule reflecting the 50/50 model for dual language classes of instruction is reflected in each classes individual instructional program. Within these guidelines, ESL instruction for ELLs within the different programs are delivered according to their proficiency levels as per CR-Part 154.

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.

Content area instruction such as Science and Social Studies, for Dual Language Program are supported in the native languages as evidenced within their schedules and is taught by a Dual Language Bilingual/Social Studies teacher. Mathematics, is also taught in both the primary and secondary language by the classroom teachers. In order to assure that students are also evaluate in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress. In both Dual and ESL programs, currently available at our school, instructional approaches and methods are included. When necessary, student instruction is supported with visuals, manipulatives, language scaffolds, academic vocabulary instruction, and opportunities for discussion. Content instruction that is also integrated within literacy in the Ready Gen program. Students are reading content based texts and engage in activities that support grade standards as demanded by the Common Core.

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

In order to assure that students are also evaluate in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress. We also assess our students periodically through individual student profiles and in ARIS in order to measure their progress and monitor instruction. From these data sources a history of years or service, three year tracking of NYSESLAT (overall proficiency as well as the four communicative modalities: listening, speaking, reading, and writing), State Exam results, subgroup status, and LAB Scores are monitored in order to track students. Annual goals are set for reading, writing, language and mathematics in alignment to the Common Core and ensure that all students will be college and career ready.

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

Our school follows a Balanced Literacy Model which includes: Read Aloud, Vocabulary, Close Reading, Independent Reading, Guided Reading, Partner Reading, Shared Reading, book talks, grammar and writing. Leveled texts, and classroom libraries are also used to achieve their mastery of all communication skills. In these Instructional Programs, the teachers' begin by using the students' Basic Interpersonal Communication Skills (BICS) to build a scaffold for the development of Cognitive Academic Proficiency (CALP) as associated with academic language. Our staff is highly aware of the research (Dr. Lilly Wong-Fillmore et. al.) that supports the correlation between the English Language Learners difficulty in understanding academic language and their ability to complete more cognitively demanding tasks. Keeping this research in mind, infrastructure and instructional practices have been set in motion at P.S. 19Q to assure that our students are challenged with instructional planning that address academic rigor, language structure, academic vocabulary through the use of materials that include texts that are appropriate for grade level, are complex and challenging. The literacy instruction also includes the use the Ready Gen curriculum which is Common Core Aligned.

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).

Within these daily lessons, teachers when necessary are supporting their instruction through cooperative teaching and push-in small flexible group instruction collaboratively with their ESL teacher. Instruction may target individual/group specific language proficiency levels and/or a specific reading and writing skills. Lesson include the Nine Common Features of Successful ELL's (language in context, background knowledge, visual and context clues, clarifying vocabulary, critical thinking, use of writing to access language acquisition, multiple entry points and high expectations. In addition, teachers initiate and facilitate student discussions in groups or in partnerships in order to allow for opportunities for production of language both in verbal and written form. Unit rubrics, postings of the unit goals and tasks, student goals, student work, and an on ongoing evaluation of measurable

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

SIFE

Currently, we have a total of 1 SIFE student in the fifth grade. This student is within the 0-3 years of service. Careful monitoring of interrupted schooling and tracking of their proficiency levels allows for differentiated instruction that supports student needs. Support from other school based personnel such as the Guidance Counselor, which would address emotional and family support, and other related service teachers, allow for the development of instructional tracks to ensure that we are focusing both on the child's language development and grade level benchmarks.

Long Term ELL's:

Although our school has a large number of ELL students, we currently have only no long term ELL completing their seventh year of service.

New Comer ELL's:

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

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

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

Differentiation of Instruction for Dual Language Program:

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

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

In June, we will also have a parent orientation for incoming Kindergarten students. This workshop is for the purpose of explaining our schools instructional models and discuss goals and expectations of our Dual Language Program. In August, we have another

parent orientation for students who are eligible for LAB-R Testing and introduce the programs available in the school.

Differentiation of Instruction for English as a Second Language Program

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

Supplemental Services:

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

students are grouped and instructed based on their abilities.

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

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?

Within the Ready Gen curriculum a scaffolded strategies handbook is available for each grade that includes supports for ELLs. It has also been mentioned that there is a list of spanish trade books that can be used for core instruction that supports the content taught within each unit.

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?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

Courses Taught in Languages Other than English

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

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

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.



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.

The following intervention programs in addition to guided reading strategies instruction are provided by licensed Reading Teachers in cycles according to student needs. Once cycle is complete, student progress is assessed and a determination is made for continuation or discontinuation of intervention. Throughout intervention, classroom teachers are kept aware of student progress and successful strategies.

Leap Track

Leap Frog

Schools Attuned Philosophy

RAZ Kids

LLI

Early Bird, Best Practices in Reading, STARS-for first time test takers, READY, Comprehensive Reading Assessment (CARS)

37.5

NYS ELA Coach

Extended Day: Read, Write, Edit and Listen, Saturday: Read, Write, Edit and Listen

Mathematics:

The Go Math! program includes many activities for language support in Mathematics. The activities are designed to help students acquire math vocabulary and the language and writing skills necessary to communicate and understand math concepts. Each lesson includes a specific strategy for differentiating instruction for ELL students. These strategies include modeling the concept using manipulatives, using visuals (charts/pictures) when teaching the lesson, having students restate explanations or ideas in their own words, and using creative grouping. Each lesson also highlights common errors, which students might make due to their level of fluency with the English language. An ELL Activity Guide which is designed to supplement English Language acquisition for English Learners is also part of the program.

Science:

In order to assist ELL students in science classes, emphasis is made on the planning of the understanding key vocabulary. Vocabulary cards with illustrations, teacher-made charts, and TPR is use as well as Technology programs such as Brain Pop. These video include closed captions writing allowing for students to access the other modalities of language. Opportunities for partner and group discussions are also included to allow for application and use of both BICS and CALPS. Students are encouraged to use the content vocabulary in their answers and explanations. Assessments offer multiple choice, matching columns and true false answers giving all students an opportunity to succeed.

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

Our current literacy program has built in support and scaffolds for the ELL population. Included in this instruction are progress indicators that allow the teachers to monitor the student understanding and implement additional ELL scaffolds and differentiation when necessary. Teachers have also created checklists of these unit indicators in order to track and monitor progress. Ultimately this data is also used in combination with other informal and formal data to plan instruction.

Although we are transitioning into the ReadyGen curriculum, we are still implementing the shared reading program we mentioned above (Part V: #5 &6.) This 4-day cycle includes research based strategies of ESL methodology for instruction. Through the use of these programs, and development of maps that synthesize best practices of both programs we are addressing the needs of our ELL population. In some units, we have asked our content clusters to align their grade lessons to current units within modules.

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

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

Due to the transition in curriculum materials to ReadyGen, which are common core aligned, TC units will no longer be used.

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

Keeping in mind the needs of our large ELL population, extended day programs are selected and customized. There are programs that target the newly arrived first time test takers, and our largest population, the 0-3 years of ESL service sub-group. Within these programs instruction, methods, materials and pacing is considered in order to provide all students with the differentiation they require. Due to the fact that our school population, is comprised primarily of ELLs (57.9%) all programs afford equal access to ELL

students. Parents receive notices inviting them to have their children attend these programs. When necessary, further explanation are afforded to the parents by the guidance counselor and assistant principal. Reflection of participation rates indicates, full capacity for all programs.

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

All classrooms are equipped with smartboards, ELMO, and computers (mobile labs or classroom.) This technology is used for student research and for meeting student individual learning styles. Daily lessons include supports (visuals, TPR, cognates, background knowledge etc.) In Literacy, the Dual Language classes are using Senderos a CCLS aligned Literacy program for NLA (Spanish) instruction and all Spanish classrooms and self-contained Dual Language classrooms contain Spanish leveled and non-fiction libraries. In Math, the Dual Language classes are provided with Go-Math materials in Spanish for use on the Spanish math instruction days. The Rosetta Stone Language Learning program is available to all Dual Language and ESL classrooms and is used mainly with beginner and some intermediate level students.

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

Native Language support in Dual Language is delivered through NLA periods, either Social Studies or Science clusters, one period a week of Math, and one period of AIS per week.

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

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.

When applicable parents are also invited to attend a Parent Orientation session to become familiar with the school, personnel and expectations and begin building a home school connection. Funding available, a Title III summer program is provided.

Having identified that our ELL population has significant difficulty with the exams, our school is providing ELL students with a program that target these needs. Using ESL methodology for instruction, the students are given math instruction specifically including content area vocabulary to improve their mathematical proficiency levels. The goals of this initiative is to:

gain insight into the culture, language development, and mathematics strategies for the ELL population.

deepen the pedagogical content knowledge in mathematics

learn how to develop academic knowledge through classroom mathematical decisions.

18. What language electives are offered to ELLs?

None

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)?

a. The target language is used 35% of the time in grade 1-5 for both EP and ELL students. The target language is used 50% of the time in Kindergarten.

b. In grades 1-5 EP's and ELLs are integrated 100% of the instructional day. In Kindergarten they are integrated for 60% of the school day. Literacy instruction is the only subject area that is separately in Kindergarten.

c. In Kindergarten language is separated by teacher and classroom for literacy and by subject for Science and Social Studies. In grades 1 and 3, language is separated by teacher and subject for Math and NLA. In grades 2, 4 and 5 language is separated by subject.

d. The side-by-side model is used in Kindergarten, grades 1 and 3. The self-contained model is used in grades 2, 4 and 5 with one 2nd and one 5th grade class using a hybrid self-contained/push-in model.

e. In kindergarten, emergent literacy is taught in child's native language first and transitions to both languages in grade 1.

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.

In order to understand and support teacher's in their professional growth, a professional development plan has been developed for our school. Our objective, to provide teachers with the resources, expectations and the support they need for high quality instruction is taken into account with this plan. Differentiated professional development will be provided according to teacher developed goals and interests.

Due to the large number of ELL students, throughout grades K-5, we address ESL initiatives globally. A considerable number of students regardless of their ELL status, are also second language learners and therefore benefit from this additional support. Strategies for ELL support are shared with all personnel, to be implemented as "tool kits" and best practices.

Pedagogues are given on-going professional development during our weekly study groups, inquiry team meetings, Department and Faculty conferences for the purpose of providing teachers with additional strategies for ELL instruction within the units and modules incorporating the Common Core Curriculum Standards. The focus on learning to analyze authentic student work during these meetings also allow us to monitor language acquisition and fill in gaps with what students should know. The administration and teachers of our school, who are knowledgeable and have been applying the research and philosophy of Dr. Lilly Wong Fillmore confer to discuss how these strategies can be used to best support the differentiation of instructional supports needed for our students. An extension to her work and the research behind student's deficiency in academic vocabulary has also encouraged us to pilot methodologies related to academic vocabulary in the content area of Science for grades 3, 4, and 5. As this program evolves, we are turn-keying best practices and strategies with our school staff.

In addition, our self-contained ESL teachers are encouraged to attend off-site workshops that address incorporating Reading, Writing and Mathematics Instruction with ELL students. Additional topics will include: ESL/Bilingual/Dual Language Methodologies, Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques Cultural Awareness, organizations such as NYSABE, ICI, LSO, Q-Tel Training in Literacy and Mathematics, Math ELL-Initiatives, and the National Dual Language Conference.

A Dual Language Coordinator will provide on-going staff development, as well as, administrators and school staff who will provide monthly workshops for ESL/Bilingual/Dual Language Teachers. The professional development program will also target the needs of our ESL teachers and classroom teacher servicing our ELL population. Topics will include: ESL/Bilingual/Dual Language Methodologies, Second Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques, use of ESL Methodology during Guided Reading, academic language through content area, Cultural Awareness, Math ELL Initiatives and Everyday Math, Assessment/Data collection, Learning from Students Work, Performance Gains, and Skills Item Analysis.

Examples of Topics to be studied:

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

Use of texts that are complex and appropriate for grade

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

Intensive instruction in phonological awareness in order to build decoding skills

Opportunities for use of sophisticated vocabulary through Accountable Talk opportunities

Monitoring for Self-Meaning

Building of stamina and fluency through independent reading

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

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

Expansion of shared reading cycles for primary grades

Development of assessment tools for interim monitoring or student progress

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

Deepen the pedagogical content knowledge in mathematics

Learn how to develop academic knowledge through classroom mathematical discussions

Use manipulatives to model mathematical concepts and provide additional differentiated instruction

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

Form representations of mathematical work

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

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?

Parent/community involvement:

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

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

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

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

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

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.

Part VI: LAP Assurances

School Name: <u>Marino Jeantet School</u>		School DBN: <u>24Q019</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Genie Calibar	Principal		11/15/13
Mrs. Ivette Casado-Faya	Assistant Principal		11/15/13
Ms. Josette Pacheco	Parent Coordinator		11/15/13
Ms. Michele Morales	ESL Teacher		11/15/13
Ms. Maria Quroz	Parent		11/15/13
Mrs. Maria Gatanas, ESL	Teacher/Subject Area		11/15/13
Ms. Debbie Kinney, Test. Coord	Teacher/Subject Area		11/15/13
Mrs. Kristen Morris	Coach		11/15/13
	Coach		
rs. Laura Jett	Guidance Counselor		11/15/13
	Network Leader		
Mr. Justin Thompson	Other <u>Spec. Ed., A.P.</u>		11/15/13
Mrs. Carmen Montas	Other <u>Dual Lang., A.P.</u>		11/15/13
Mrs. Ellen Peruche	Other <u>Data Specialist</u>		11/15/13
Mrs. Clara Montoya	Other <u>Translation and Int.</u>		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q019 School Name: Marino Jeantet School

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

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

The predominant language in our school population is Spanish with 1,588 students. Therefore, all our documents are translated into the predominant language of our community. When translation into other languages is necessary, our in-house teachers and the Board of Education Translation Services are consulted. The other languages that make up a second and third sub-group in our school are Chinese(263 students) and Bengali (38students).

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.

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

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

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

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

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