

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q019

School Name:

P.S. 019 MARINO JEANTET

Principal:

GENIE CALIBAR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 19Q The Marino P. Jeantet School School Number (DBN): 24Q019
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: Mrs. Genie Calibar
UFT Chapter Leader: Mr. Richard Burke
Parents' Association President: Mr. Victor Torres
SLT Chairperson: Mrs. Genie Calibar
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mr. Ramon Cajamarca
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens North FSC Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Ramon Cajamarca	*PA/PTA President or Designated Co-President	
Betty Esposito	DC 37 Representative (staff), if applicable	
Victor Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carmen Montas	Member/Assistant Principal	
Matthew Ray	Member/ Teacher	
Tina Crimarco	Member/Teacher	
Marianne Sladowski	Member/Teacher	
Sharon Cafferata	Member/ Teacher	
Maria Pastuizaca	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bertha Asitimbay	Member/ Parent	
Maria Cabrera	Member/Parent	
Maria Guaman	Member/Parent	
Maria Ortiz	Member/Parent	
Luis Chicaiza	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Marino Jeantet School has a population of 2,000 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 80 classrooms housed in the main building, mini-building, transportables, and annex site in Elmhurst. This year, the school became a Community Learning School. It is an ethnically diverse school with 53% of the population identified as English Language Learners, and 21% of the population identified as special education. There are approximately 1,100 English Language Learners (ELLs), 13 English as a Second Language (ESL) teachers, an ESL self-contained class, two bilingual kindergarten and one bilingual first grade classes, three Dual Language kindergarten classes, three Dual Language first grade classes and two Dual Language classes per grade in second through fifth grade. There are 420 students with IEPs, 13 self-contained special education classes and 15 Integrated Co-Teaching (ICT) classes (one self-contained bilingual class in both kindergarten and first, one kindergarten bilingual ICT, and one ICT dual language class in kindergarten and first grade).

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. Our mission is "All children can and will learn. We will create a place of learning for everyone - students, teachers, administrators, parents, and community members, so that every child achieves the highest level of academic excellence as well as an appreciation of the arts. The educational, social, and emotional needs of all students will be addressed, enabling them to become productive citizens in our culturally diverse community." Our mission guides us to instill a love of learning for everyone who walks through our doors.

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 (DL) 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 of the main building, in the mini building and in the annex. 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 (MST) 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 (CPA) 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 (SAS) 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 Common Core Learning Standards (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 80 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 providing students with effective feedback can drive instruction and learning, as measured by students meeting individual goals in each major content area?
- ♣ 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 English Language Arts (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.

For a second 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 Special Education Teacher Support Services (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 Community Based Organization (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 Community Learning School (CLS) schools, they were asked to be one of the representatives in the CLS 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 Community Learning School, 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.

24Q019 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	2010	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	73.5%	% Attendance Rate		95.4%
% Free Lunch	79.7%	% Reduced Lunch		0.7%
% Limited English Proficient	59.4%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		0.3%
% Hispanic or Latino	88.9%	% Asian or Native Hawaiian/Pacific Islander		10.1%
% White	0.4%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.09	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.4%	Mathematics Performance at levels 3 & 4		35.1%
Science Performance at levels 3 & 4 (4th Grade)	79.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.
 - According to the Danielson Framework for Teaching, feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and how their work can be improved. Valuable feedback must be timely, constructive, and sustainable and must provide students the guidance they need to improve their performance.
 - In March 2015, we celebrated D-day during which teachers with demonstrated highly effective practices for component 3d – Assessment in Instruction, showcased their assessment and feedback practices for all teachers in a carousel format. Most teachers mentioned this event as one of the most effective professional development activities this year.
 - In 2013-2104, 71% of teachers were rated effective or highly effective in Danielson component 3d, and in 2014-2015, 75% of teachers were rated effective or highly effective. While the percent has increased by 5%, anecdotal evidence from low inference notes shows that much of the feedback teachers provided to students was not the specific guidance that will lead to improved performance (advance learning).
 - During our May 2015 Quality Review, one of the areas of focus identified by the reviewers was Feedback within the Assessment Indicator 2.2, in the Instructional Core across Classrooms category of the Quality Review rubric.
 - In 2014-2015, greater effort was made to ensure that students and teachers developed specific individual goals for major subject areas for each student. More specific assessment of these goals and subsequent feedback to students will help more students achieve their goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will provide student-friendly feedback in all subject areas in the form of 1) clear and concise learning targets and 2) specific student-friendly evaluative comments on achievement of goals, so that at least 25% of students achieve their individual targets, as measured by teacher evaluation of student target achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Begin professional development in this area in June 2015 with careful analysis of ASCD articles about Feedback for Learning. 	<p>All teachers</p>	<p>June 2015</p>	<p>Principal, Asst. Principals and coaches</p>
<ul style="list-style-type: none"> • Using pre-assessments, teachers will identify individual targets for each student for major content areas • Implement a goal-setting and measurement protocol in every classroom that is easy to execute, manageable for daily use, and child-friendly—such as those suggested in the book, “Make it stick.” • Implement continual assessments to understand student progress toward goals, plan feedback and plan next student goal. • Use more reflective questioning during assessment to allow for more student self-assessment, simultaneous to teacher assessment • Inquiry work will include looking at student work using the analysis tools introduced in 2014-2015— Inquiry Cycle Action Plan and the Analysis of Student Work . These analysis tools enable teachers to analyze both the strengths and areas of need for the students in their classes, based on performance-based-assessments. <ul style="list-style-type: none"> • Incorporate on-demand writing pieces for every literacy unit in all grades. Use the Writing Pathways rubrics and checklists to evaluate the writing and provide feedback to students. Work with students to set short term goals to be measured by implementing mid-unit reviews to identify students' mastery/non-mastery of skills based on feedback. • We will continue to purchase the i-Ready™ Diagnostic and instruction program for assistance in diagnosing students’ skill 	<p>All teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Principal, Asst. Principals and coaches, planning teams</p>

<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 and provide feedback as necessary.</p> <ul style="list-style-type: none"> • Supervisors will periodically monitor the use of i-Ready 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. • 			
<ul style="list-style-type: none"> • Goals for students with disabilities will match or enhance their IEP goals. • Goals for English language learners will include language development criteria. 	Students with disabilities and English Language Learners	Sept 2015 – June 2016	Principal, Asst. Principals and School Based Support Team
<ul style="list-style-type: none"> • Involve parents in setting students’ goals and analyzing student progress toward these goals through ongoing meetings during parent engagement time and parent teacher conferences. • Provide parents with suggestions for working toward the established goals at home. • Provide parent workshops about how to use i-Ready.com and other web-based/online instructional programs <ul style="list-style-type: none"> • involve students in student-led parent-teacher conferences, thereby raising students' awareness of their goals, and together with parents, analyze progress towards goals as well as develop action plans to achieve goals by year end. 	All teachers, all parents, students	Sept 2015 – June 2016	Principal, Asst. Principals and coaches

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • ASCD articles about feedback • TCRWP Reading Assessments • Ready GEN Writing Performance Based Assessments

- EDL2 Reading Assessments
- Reading Street Reading and Writing Assessments
- Calle de la Lectura Reading and Writing Assessments
- Reach into Phonics Assessments
- Expeditionary Learning Reading and Writing Assessments
- Journeys Reading and Writing Assessments
- Writing Pathways
- i-Ready Diagnostics and Instruction Program

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all teachers will have identified goals for each student for all major content areas. Protocols for measurement of achievement of targets will be set and at least 10% of students will have been identified as having achieved at least one of their targets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.
N/A

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

N/A

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - The well-developed school, according to the Quality Review rubrics, develops curricula and academic tasks that are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, English Language Learners (ELLs), and Students with Disabilities (SWDs), have access to the curricula and tasks and are cognitively engaged
 - Backward planning and expansion of planning teams on some grades enabled more teachers to better understand the thinking behind the decisions being made during the planning process. Backward planning also helped identify more need for formative assessment and for measuring student progress along the way in a module or chapter.
 - During 2014-2015, new analysis tools from our New Teacher Center professional development partnership were introduced . The Inquiry Cycle Action Plan and the Analysis of Student Work protocols guide the teachers through a more effective process of analysis, with an end result of an action plan that can improve the impact on student learning.
 - In 2013-2104, 71% of teachers were rated effective or highly effective in Danielson component 3d, and in 2014-2015, 75% of teachers were rated effective or highly effective. While the percent has increased by 5%, anecdotal evidence from low inference notes shows that much of the feedback teachers provided to students was not the specific guidance that will lead to improved performance (advance learning).
 - We wanted to build more capacity by using our own lead teachers who have mastered Using Assessment in Instruction (3D) this year. As such, in March we will held an Assessment Share Fair during professional development time, where the materials and protocols used by the lead teachers were showcased and they were able to share their work and their practices with all other teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administrators and coaches will have provided professional development to all teachers for developing structures and systems for tracking, monitoring, and assessing student progress to have a positive impact on student learning, so that there will be an increase of 10% in the number of teachers effectively demonstrating the indicators modeled in professional development and outlined in the Danielson rubric for component 3D.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • During professional development use planning protocols that allow all teachers to participate in and contribute to unit planning • Track and memorialize rationale for plan changes from prior year • Include more specific accommodations that address the needs of ELLs and SWDs in both literacy and math units • Provide explicit training on component 3d, particularly in the area of feedback to drive student learning. • All teachers will receive professional development in the area of Using Assessment in Instruction that will include opportunity to identify how and when to use various types of assessments in the classroom • Teachers who were rated highly effective last year were also teachers with advanced skills in this component. These teachers will open up their classrooms for intervisitations focused on this component. • We want to build capacity by using our own lead teachers who have mastered the indicator of Feedback in instruction in the Using Assessment in Instruction (3D) component this year. As such, we will hold a Feedback 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. • 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. 	<p>All teachers</p>	<p>June 2015 – June 2016</p>	<p>Principal, Asst. Principals and coaches, planning teams</p>

<ul style="list-style-type: none"> Evidence of successful implementation will include effective use of on-going formative assessment that will result in an increase in the effectiveness of the feedback in instruction and student self-assessment elements of the 3D component. Complete mid-year review of teachers' ratings on Danielson component 3D. Provide differentiated professional development where needed. Where applicable, observe and provide additional feedback of this component during remaining observations. 			
<ul style="list-style-type: none"> Teachers of ELLs and SWDs will be provided professional development on what specific expectations to set for these students that will continue to show rigor, yet enable these students to meet periodic goals and feel like they are making some progress even if their report cards reflect level 1 achievement. 	All teachers; ELLs and SWDs	September 2015 – June 2016	Principal, Asst. Principals, coaches
<ul style="list-style-type: none"> Teacher will use their knowledge of how students learn best to engagement parents during parent engagement time to share student goals as well as student feedback so that parents can become partners in helping to move students toward their goals. 	All parents	September 2015 – June 2016	Teachers, supervisors, coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> Adjust teacher schedules to include a bi-weekly study group period Provide teacher per session and per diem to allow time for planning for formative assessments and feedback structures on a grade-specific basis Implement Lucy Caulkin's Writing Pathways Performance Assessments and Learning Progressions checklists and rubrics TCRWP Reading Assessments Ready GEN Writing Performance Based Assessments EDL2 Reading Assessments Reading Street Reading and Writing Assessments Calle de la Lectura Reading and Writing Assessments Reach into Phonics Assessments Expeditionary Learning Reading and Writing Assessments Journeys Reading and Writing Assessments 										
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

A needs assessment survey was conducted with parents and school staff in October 2014 for the Community Learning School initiative. The results of the Community Learning School needs survey showed the following:

- Parents and school staff agree that homework help and academic support/remediation are the greatest needs facing PS19Q students.
- Some of the highlights are:
 - o Almost 80% of teachers believe that more than half of our students need academic support and/or remediation services to perform at grade level
 - o Almost 78% of parents believe that reading improvement programs and homework help would help their children have greater success in school
 - o Almost 45% of parents would like to participate in classes on how to help their child succeed in school
 - o Almost 65% of parents would like English as a Second Language classes for themselves in order to help their child succeed
 - o Two-thirds of our teachers believe that parents need more help in order to become more involved and knowledgeable in their child’s academics needs and expectations
- A Community Learning Resource Coordinator was hired and has begun to implement the program. The community learning initiative will also help support some of the following issues which have been communicated in various ways:
 - o 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.
 - o The LES has also highlighted parents’ desire for more school based programs that support students academically, especially for test preparation.
 - o Student health needs are prevalent in our large population. 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.
 - o 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.
 - o 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. However,
 - o As of mid-February, 73% of our teachers have met with an average of 8 parents in individual conferences, outside of parent teacher conferences. This resulted in 914 parent contacts.
 - o Almost 50% of our teachers have conducted on average two (2) teacher-led parent workshops during the Tuesday Parent Engagement time. This has resulted in 1,765 parent contacts.

- o Other meetings and/or written, electronic or phone communication have resulted in 2,065 parent contacts.
- o In total 4,744 parent contacts were made during the first half of the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will see a 10% increase of parent engagement through the implementation of the school’s new Community Learning School (CLS) initiative. Initiatives will be led by school's cabinet, CLS coordinator and Parent Coordinator, and will include increased parent involvement in after school homework help services, and stronger community ties in support of the physical, intellectual, emotional and social needs of our students and families. This goal will be measured by analyzing teacher records of parent attendance at parent teacher conferences, and CLS coordinator records of parent participation in on-going CLS activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Community Learning School (CLS):</p> <ul style="list-style-type: none"> • Community Learning School Resource Coordinator (hired April 2015) has already reached out to various health-related organizations and has secured free eyeglass repair for all students. • Through this initiative, the school will work with other community-based organizations to provide needed social services to our students and others in the community. • A Fair is scheduled for September 17, 2015 during parent orientation in which numerous community organizations will 	<p>All school families.</p>	<p>September 2015 - June 2016</p>	<p>Principal, Assistant Principals, CLS Coordinator, Parent Coordinator, Guidance counselors</p>

inform parents about all of the services available to them in their community.

- Services may include: medical services, mental health services, optometry and dental services, and other social services as needed and available with our eventual partners.

- This initiative is being implemented in conjunction with our in-house CBO—Hanac Beacon, an organization that has been providing after school and Saturday programs for more than 20 years.

Parent Workshops:

- 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.

- 1st grade parents will be provided with multi-session workshops about how to help their children complete their homework.

- 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 workshops.

- In partnership with the Parent Association, provide workshop opportunities based on parent interest, such as Zumba™ training with a certified instructor and knitting classes.

Ongoing parent meetings:

- 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

All school families

<ul style="list-style-type: none"> • Dental van – in partnership with Colgate Bright Smiles, on a monthly basis, identified students will visit a mobile dental van that will visit the school for a day. <p>Emotional and Social Needs</p> <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"> o School of Dual Language: Caring for others and the environment by promoting awareness about recycling, the protection of endangered species, and rebuilding school garden. o School of Math, Science and Technology: Building awareness about water conservation and potable water in partnership with Charitywater.org o School of Communication and Performing Arts: Pay it Forward through penny collections benefiting St Jude’s and other children’s charities. o 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 Kids’ Random Acts of Kindness which focuses on kindness, Stand in My Shoes which focuses on empathy , Courage which focuses on courage, Ordinary Mary’s Extraordinary Deed which focuses on selflessness, and What a Wonderful World which focuses on appreciation. • 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. 	<p>All kindergarten families</p> <p>All students</p> <p>Needy families</p>		
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- 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.

All students
by academy

All students

All students

	Students grade 3-5		
<ul style="list-style-type: none"> • Enforcing mandatory Chapter 408 compliance by ensuring that every teacher reads and understands Individual Education Plans (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). 	Students with Disabilities	September 2015 - June 2016	AP/Special Education supervisor; Guidance counselors
<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 violence. • 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 	All parents	September 2015 - June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Resources needed include: <ul style="list-style-type: none"> • For parent workshops and meeting – teachers, copying of handout materials • For Community Learning School – CLS Resource Coordinator, CLS team • For other services – guidance counselors, office support staff • 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
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, we will experience an increase of at least 5% of parents engaged in parent workshops or one-on-one teacher meetings, or participation in a community service activity.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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 • Grade 1 hold overs 	<p>1. Reading with TLC is a literacy program that focuses on letter-sound recognition and letter-sound formation.</p> <p>2. Leap Frog Leap Frog is a technology-based program that was purchased for Kindergarten and First grade classes to develop phonological awareness.</p> <p>3. Schools Attuned Philosophy The Schools Attuned program is a comprehensive professional development and service delivery program from All Kinds of Minds.</p> <p>4. RAZ Kids Raz Kids is a research-based individualized instructional reading program delivered via the Internet.</p> <p>5. Leveled Library Intervention (LLI) Leveled Literacy Intervention (LLI) is a scientifically-</p>	<p>1. Administered in small groups and on a one-on-one basis</p> <p>2. Centers</p> <p>3. One to one</p> <p>4. One-to-one; home independent work</p>	<p>1. Three to five days a week during the school day by designated AIS and speech teachers</p> <p>2. During the school day</p> <p>3. During the school day</p> <p>4. During the school day and at home access</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 Go Math 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</p>	<p>1. Small group</p> <p>2. One-to-one</p>	<p>1. During the school day</p> <p>2. During the school day and online home access</p>

		<p>Third, Fourth, and Fifth grade students participated in this school based program.</p> <p>4. Project Hope Project Hope is a research Math enrichment program from St. John's University. It targets third, fourth and fifth grade ELL students with high aptitude in mathematics.</p>	<p>3. Small group</p> <p>4. Whole class</p>	<p>3. After school and on Saturday</p> <p>4. After school</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 	<p>1. Small group and whole class</p>	<p>1. During the school day</p>

		<p>work specifically on science content vocabulary with a small group of students.</p> <ul style="list-style-type: none"> • AIS/SPED Support Services - Teachers work with ICT 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 ICT and SPED Students on Science Academic Vocabulary in small groups. • This intervention included the use of the Passwords Vocabulary Book Extension of Activities 	<p>2. Small group and whole class</p>	<p>2. During the school day</p>
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<p>Social Studies</p>	<p>Teacher recommendation based on student work</p>	<p>1. 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</p>	<p>1. Whole class</p>	<p>1. During the school day</p>

		<p>the NYS Standards and writing of Informational Texts (CCRS). These responses are then assessed. Non-Fiction writing skills are then scaffolded and supported throughout the year based on these content area questions in order to assess progress. In addition, practice is provided in analyzing various types of primary sources including photographs, maps, letters, political cartoons, and posters.</p> <p>2. Students participate in one content area performance task.</p>		
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			2. Whole class	2. During the school day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	1. Teacher or Asst Principal referrals; Mandated psychological services as per IEPs; parent request for counseling	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. <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. • Facilitate Peer Tutoring, Suicide Prevention, Behavior Modification Services, 	1. Individual and small group	1. During the school day and after school with parents

	<p>2. Student who are referred by PPC for evaluation; students referred through turning 5 process; students going through re-evaluation process during IEP cycles or referral</p>	<p>Bullying Programs, and School Service activities.</p> <p>2. In addition to conducting the evaluation process for Committee on Special Education (CSE), the School Psychologist:</p> <ul style="list-style-type: none"> • Serves as a support service for parents of children with disabilities who are entering the school and who require services offered under special education. This service includes pre-screening for academic difficulties, referrals to outside agencies, crisis counseling, providing out-reach services to parents and behavior assessment plans. • Serves as a member of the Pupil Personnel Committee (PPC). <p>3. The school Social Worker works with parents in the pre-referral stage of the evaluation process to determine if social and environmental conditions may be having an impact on a child's performance. Whenever possible the Social Worker connects with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation.</p> <p>4. In addition to daily school nursing duties,</p>	<p>2. Individual and small group</p>	<p>2. During the school day</p>
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	<p>3. Student who are referred by PPC for evaluation; students referred through turning 5 process; students going through re-evaluation process during IEP cycles or referral</p> <p>4. Students identified with medical histories of breathing disorders or childhood obesity</p>	<p>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 repeat the</p>	<p>3. Individual</p> <p>4. Small group</p>	<p>3. During the school day</p> <p>4. During the school day</p>
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		<p>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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Lead teachers and other highly effective teachers participate in the following professional development partnerships:

- o 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)
 - o Project Win (ESL certification program in partnership with St. John’s University)
 - o Project LEAD (Leadership Development program emphasizing 4 levels of leadership [personal, interpersonal, managerial, and organizational] in partnership with St. John’s University)
 - o Integrated Co-Teaching Workshops – (network-sponsored program designed to build collaboration and teaching practice in the co-teaching model)
 - o 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.
 - Spanish Dual Language teachers participate in Estrellita training and on-going Dual Language training for all Dual Language teachers
 - Coaches support teachers’ work through individual and group professional development.
 - Coaches attend monthly District-provided CCLS professional development.
 - Principal and AP’s attend District-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.

Not applicable

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).

Not applicable

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 about how to prepare students with life skills necessary for more independence in kindergarten, such as 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 will be provided training and practice dealing with component 3d (Using assessment in instruction) and specifically around the elements of Feedback to students and Student Self-Assessment and monitoring of progress.
- A school-wide assessment plan (calendar) is used to monitor assessment timing and assures adequate planning.
- The Measure of Student Learning (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:
 - o MOSL Guide for 2014-2015
 - o Time line and changes
 - o MOSL selection process
 - o Additional assessment options
 - o Additional subgroup options
 - o Flexibility with assigning measures
 - o Informing the staff
 - o Discussions of different measures by the committee (pros and cons)
 - o Recommendations for the Principal
 - o 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	955,407.00	X	Section 4; Section 5A; Section 5D; Section 5E; Section 7; Section 9
Title II, Part A	Federal	164,468.00	X	Section 5A; Section 5D; Section 7, part 2a, 2b, 4b
Title III, Part A	Federal	139,728.00	X	Section 5A; Section 5D; Section 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	12,204,967.00	X	Section 4; Section 5A; Section 5D; Section 5E; Section 6

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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 on assessments.

• School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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: <u>The Marino Jeantet School</u>	DBN: <u>24Q019</u>
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: <u>890</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>50</u>
of certified ESL/Bilingual teachers: <u>15</u>
of content area teachers: <u>35</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Before and After School programs:

Project Hope

Activities: After school program, Math ELL enrichment

Number of students to be served: 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 reasearched 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:

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 acadamic 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

Part B: Direct Instruction Supplemental Program Information

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. In 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. 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 academic 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 specific on language structure and 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.

Rationale 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 passages or writing 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

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

Part B: Direct Instruction Supplemental Program Information

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

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 Project Hope staff on training for MATH ELLs, ELA Title III programs will receive PD by the ESL teacher on scaffolding language and working with vocabulary development. They will also receive technology training to work with their group of students on the "iReady" program by the Dual Language/Technology 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

Part D: Parental Engagement Activities

- 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.

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. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 019
School Name Marino Jeantet School		

B. Language Allocation Policy Team Composition

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

Principal Genie Calibar	Assistant Principal Ivette Casado-Faya
Coach Kristen Morris, Literacy	Coach Ellen Peruche, Math/Data
ENL (English as a New Language)/Bilingual Teacher	School Counselor Laura Jett
Teacher/Subject Area Maria Gatanas, ESL	Parent Victor Torres
Teacher/Subject Area Debbie Kinney, Testing Cord.	Parent Coordinator Josette Pacheco
Related-Service Provider Justin Thompson, AP	Borough Field Support Center Staff Member Giuvella Leisengang
Superintendent Madeline Chan	Other (Name and Title) Carmen Montas, Dual AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	13	Number of certified bilingual teachers not currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	14
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	4	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (excluding pre-K)	1994	Total number of ELLs	1053	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	2	1	0	0	0	0								0
Dual Language	3	3	2	2	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1053	Newcomers (ELLs receiving service 0-3 years)	984	ELL Students with Disabilities	246
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	69	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	16	0	20	0	0	0	0	0	0	0
DL	189	0	14	10	0	0	0	0	0	0
ENL	634	2	109	45	0	14	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 20

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 Spanish	26	10	0	0	0	0	0							0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**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																		
SELECT ONE	43	6	66	12	37	36	30	18	17	15	20	19							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

Freestanding English as a New 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	192	228	161	106	83	84								0
Chinese		3		1										0
Russian														0
Bengali		2	3	1	2									0
Urdu		1		1										0
Arabic														0
Haitian					1									0
French						1								0
Korean														0
Punjabi		1												0
Polish														0
Albanian														0
Other	4	8	9	4	6	3								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	97	20	0	10	22	14								0
Emerging (Low Intermediate)	40	61	31	12	30	11								0
Transitioning (High Intermediate)	65	58	53	22	38	17								0
Expanding (Advanced)	30	162	136	115	65	79								0
Commanding (Proficient)	6	13	36	21	17	22								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		12	47	50	48	27								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	137	98	53	8	0
4	77	137	67	18	0
5	96	109	48	26	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	92		137		50		23		0
4	60		132		81		38		0
5	79		96		65		45		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	11		48		138		119		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	3	8	39	0	1	11	46
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Beyond the initial screening, progress monitoring of data is used throughout the year to make decisions and revisions about instructional goals and services that provide all ELL students opportunities to meet grade standards. A number of different assessments are used individually and in combination, to get a complete picture of student abilities, strengths and needs. The systematic administration of these assessments allows for all staff members who service these students access to a student profile which is used to design and differentiate instruction.

Initially, ATS data reports (ex. RLAT,RNMR, RYOS, AMAO) STARS, Student profiles, TC Running Records, NYSESLAT and when applicable State assessments are used initially to get a preliminary picture of students progress. MOSL Baseline assessments are also administered and scored to help with initial profile. More specifically, we are able to identify within the four modalities (listening, speaking, reading and writing) what students are successful in and areas for improvement. From these reports, we are also able to form flexible grouping of students.

During the year, TC running records/concepts of print (kindergarten) and I-Ready are continuously administered as needed to ensure appropriate independent reading levels, guide instruction, set benchmarks and goals. In order to measure interim and cumulative progress of grade standards, our Ready Gen unit rubrics and module assessments are used. In addition, we are also integrating alternate assessments such as applied learning projects and assessments by skill in reading and writing per grade as selected by teacher planning teams. These assessments give students an opportunity to demonstrate what they have learned within different learning styles.

For Dual Language classes, Native Language Arts Assessments are used to build background and assess competency in both languages and content areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Kindergarten students, upon entry are assessed using the NYSITELL assessment. Analysis shows that students are more likely to test out in this grade than in upper grades. A review of this data reflected that the majority of the newcomers tested were in the Entering and Emerging level. This data can easily be supported by the fact that many of our students and their families are new to the country. Analysis of the NYSESLAT, on the other hand showed a decrease in the number of students in the Entering and Emerging

levels and an increase in the Transitioning and Expanding levels as the grades increased.

Data results indicated that the writing modality is a consistent area of weakness for all grades. In addition, the following was noted:

In grade one, the area of focus was listening and speaking.

Grade 2, included reading and writing

Grade 3, fluctuated between reading and speaking

Grade 4, also fluctuated between reading and speaking

Grade 5, included speaking

Overall, students fared better in the listening and speaking modality compared to the reading and writing. There was also significant progress made in the Listening and Speaking modality supporting research that students acquire social 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 (specifically in grade 2). 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 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. More specifically, the AMAO, helps to identify those students who are close to reaching the next proficiency level. Implications for instruction are then considered.

Trends in modalities, for students who have been categorized as at risk, 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.

We have also addressed the weakest modality, writing, through the implementation and inquiry of the Hochman Writing Program (year 2.)

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 the 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 student's new 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. Tranfers, 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:

- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

7a: EP students are assessed in the second (target) language through various 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 Calle de la Lectura Literacy program in Kindergarten and first grade and 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 one daily period of SSL. Therefore, their proficiency level in the target language is greater if their home language is Spanish (the target language) 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).

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. In addition, ENL teachers are using the TOMS rubric and AMAO data to assess student progress in the four modalities.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The registration process begins with an informal interview conducted by qualified personnel, 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 the 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 parent orientation within the 10 days of their enrollment. These forms also help to identify parents preferred language alongside the RAPL report. For those students who have been out of the NYS school system for 2 or more years, the reidentification process takes place. Their interview will also include a review of the students testing history for students grade level of literacy and math, and their previous school enrollment.

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 or phone interviews are scheduled as necessary.

In a final attempt to complete these forms, and facilitate their completion for the parents who may not be able to attend the meetings, a letter is sent home notifying them of additional options and help in completing the form. The parents may choose to either attend the next scheduled meeting or 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 NYSITELL 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.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 During the interview if a student is identified as a possible SIFE student, the SIFE questionnaire is completed.
 In addition, a history of the students enrollment and grade proficiency level in both ELA and Math (2 or more years below) and days of enrollement (less than 12 months) are reviewed within 30 days. Sife status will be determined within 12 months of enrollment. SIFE students will continue to be identified as such until they are performing at the transitioning level on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 The LPT team was created to include several staff memebers to review language proficiency for new and reentering students with disabilities. The objective of this team is to review the student's classification and determine whether this classification is affecting the student's ability to demonstrate proficiency in English. Team members include the principal, who makes final determination, the Assistant Principal of ENL, Special Eduaction AP, Related Services Providers (speech, support services, guidance) and teachers as needed. This team will also decide on the assessment that will be used to make these recommendations according to individual student needs. Once the assessment has been administered and the principal has agreed to the determination, the parent will be notified in the preferred language of the recommendation. Upon approval of principal's review of recommendation, parent will be notified within 5 days. In addition to the identification process, the student's IEP will be reviewed annually and will receive services in accordance with the recommended services indicated on their individual IEP and students continuation of ELL services. .
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 Further evaluation of the students English or native language proficiency level is assessed using the NYSITELL within ten days of placement. The NYSITELL 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 NYSITELL 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 student received instruction, program availabilty and parent choices all help determine placement. Once the assessment has been scanned, the provider assigned to the class and classroom teacher is notified of the students entitlement.
 The parent is then issued a continuation letter or non-entitlement letter .
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 During our interview process, parent orientation, or parent survey meetings, the parent is informed of the right to appeal misidentification of ELL status. Parents are required to submit a written request at which time a review process of qualified personnel would take place. Before any determination is final, parent consent, principal and superintendent approval are required.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 In order to clarify and answer any questions with regard to these services, Mrs. Faya, Assistant Principal , Mrs. Clara Montoya (Translations and Interpretation Unit) and ENL teachers, provide parents an open forum, during the Parent Option meeting for questions and answers with regard to program choices and availability . The Parent Orientation video is also viewed at this time.
 This meeting is scheduled to take place during Parent Engagement sessions on Tuesday on a weekly basis (Sept- Oct.) and monthly (Nov-June)
 Dual Language Program
 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

With the help of our Parent Coordinator and Mrs. Ciccone, Parent Developer, monthly meetings are scheduled as needed. During these meetings, parents are supported in the completion of the forms and are invited to ask questions. If a parent does not attend, they are sent an invitation to the next scheduled meeting. These documents are stored in a binder as documentation of invitation. In the event the parent does not attend either invitation, they are sent a letter in which they may schedule a meeting at their convenience or conduct a phone interview. Completed forms are then exchanged for invitation letters.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After each scheduled meeting, the forms are copied so that the original is kept in the cumulative record card and the other in the binder located in the Assistant Principal's office. The BNDC ATS function is completed and then a report indicating which parents have yet not returned their forms is used to invite the next round of parents.

9. Describe how your school ensures that placement parent notification letters are distributed. At the beginning of each school year, once the classes have been equalized, parent notification letters are distributed by grade and class. Indicated on this notice is the name of the Assistant Principal and Interpretation Services provider to contact for any clarifications.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). As mentioned above, copies of documents are kept in the Assistant Principal's office. Original HLIS forms, parent option and surveys are kept in the student's cumulative record card, while copies are stored in the office. Binders by class and grade are used to keep entitlement and non-entitlement letters.

11. 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.

With the help of the Testing Coordinator, reports from ATS (RLER) are run to ensure eligibility and testing modifications for all students. Students are tested as indicated on the testing calendar and when necessary absentee students are tested during the testing window. Both the Assistant Principal and testing coordinator keep track of absentee students and schedule make-up testing. 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, checklists, rubrics, 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.

In following regulations with exiting criteria, students who should not take the NYSESLAT due to a Level 3 on NYS ELA and an Expanding on NYSESLAT are recorded.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. See number 9
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

P.S. 19Q's student population is comprised of a large number of English Language Learners (approximately 1100), 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 and mode of instruction, alignment and differentiated needs. This year in particular, school administrators strategically placed students and teachers in classes to comply with mandated minutes. More specifically, ENL teacher schedules reflect and include the teaching of core content areas (Integrated English as a new Language) and the Hochman Writing Program during Stand-Alone periods to further develop the structures and basis of the English Language and success in core content courses. Our Integrated ENL, incorporates content area which is co-taught. Both of these instruction programs are provided as a push-in and/or pull-out schedule depending on student schedules.

- b. TBE program. *If applicable.*

Our kindergarten and first grade special education bilingual spanish program, includes ELA instruction, ENL and NLA instruction (bilingual content area.) There program is designed to develop conceptual skills in their native language as they learn English.

Our goals are that students' literacy skills transfer to their new language while acquiring age appropriate literacy skills. In this program, as their English proficiency increases, instructional time in the home language decrease eventually transferring to a monolingual English program.

- c. DL program. *If applicable.*

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 class' 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.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In order to assure that all ENL students are receiving the adequate number of minutes, a class schedule has

been developed that

catergories students into the corresponding proficiency levels. This sheet includes the number of students within each level, the name of the teacher that is providing these services and the number of periods.

Due to the number of ELL students, in all of our classes (ELLs or Former ELL's), all students receive instructional supports.

Additional: see 1A

3. Describe how core content is delivered in each program model. 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 Spanish 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 evaluated in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress.

In Dual, Bilingual and ESL programs, currently available at our school, instructional approaches and ESL methods are included. When necessary, student instruction is supported with visuals, manipulatives, language scaffolds, academic vocabulary instruction, semantic mapping, concept boards, and opportunities for discussion. Content instruction that is also integrated within literacy in the Ready Gen program. Students are simultaneously reading content based texts and engage in activities that support grade standards as demanded by the Common Core.

Our departmentalized fifth grade classes, have also been scheduled to receive content instruction in the areas of science and social studies by an ENL certified teacher.

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

In order to assure that students are also evaluated in their native language, for bilingual and dual classes, 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 Assessment Pro in order to measure their progress of English and monitor instruction. From these data sources a history of years of 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 NYSITELL Scores are monitored in order to track students.

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. Checklists and discussion groups are set up and used to promote classroom discussions, student participation and listening skills.

To evaluate and promote reading and writing literacy skills our staff still implements research strategies (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 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. To continue this established work, we are working with the Writing Project (year 2) which focuses on the improvement of student writing. Their work is monitored and evaluated throughout the year. ENL teachers, in particular are also including the use of the TOMS rubric to assess all four modalities and monitor for progress. The baseline assessments for monitoring this progress will be the NYSESLAT. Final tracking includes the current years NYSESLAT assessment.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. Lessons 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-going 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 include in instruction shared reading strategies, in grades K-5, 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, and a bridged writing component. This research has been tied to current research and programs such as the Writing Revolution, which is being implemented year 2, to enhance student reading comprehension and writing skills. 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 students 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 and Feedback 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 2 SIFE students in the fifth grade. Both students, in the same class, are 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 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 I-Ready, RAZ Kids, Foundations, LEAP Frog, and Imagine Learning which are among some of the materials that supplement student instruction. This year for Kindergarten and first grade, purchased the National Geographic Reach for Kids Program was purchased to address specific phonics skills needed for the early grades. 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.

Former ELL's:

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 (as per new regulation). 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.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The reidentification process begins by initiating a review of the ELL status (HLIS, NYSESLAT, testing/class history, student biographical, work samples etc.) If the student has not been administered the NYSITELL in the past, the test can be administered. If a student is deemed in need for services the recommendation is given to the principal for review. Once all is approved, the student will receive services. Within a 6 to 12 months window, the student will be re-evaluated to ensure their academic progress has not been affected by this decision. If there are concerns, the student is provided additional support and their ELL recommendation may be reversed. All decisions shall be approved and shared with the parent.

8. 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?

Our Special Needs population, has continued to grow within our school community. Push-in programs work closely with the classroom teacher in order to communicate student progress and areas of need. In order to enrich and provide additional support, our AIS reading and mathematics instruction is conducted within small group settings that focus on specific skills and strategies needed according to IEP's or summative and formative data. All service providers are given an opportunity to familiarize themselves with the students IEP's (chapter 408) 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.

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.

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

Once the teacher, and all other service providers have familiarized themselves with individual student needs, all attempts are made to meet these goals. When necessary scheduling of service providers can include push-in cooperative teaching. In addition, service providers share information that can lead to student success. As always, teachers are also encouraged to use differentiated instruction that includes different learning styles and adequate pacing. Any additional resources or materials necessary are also made available to support student success.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

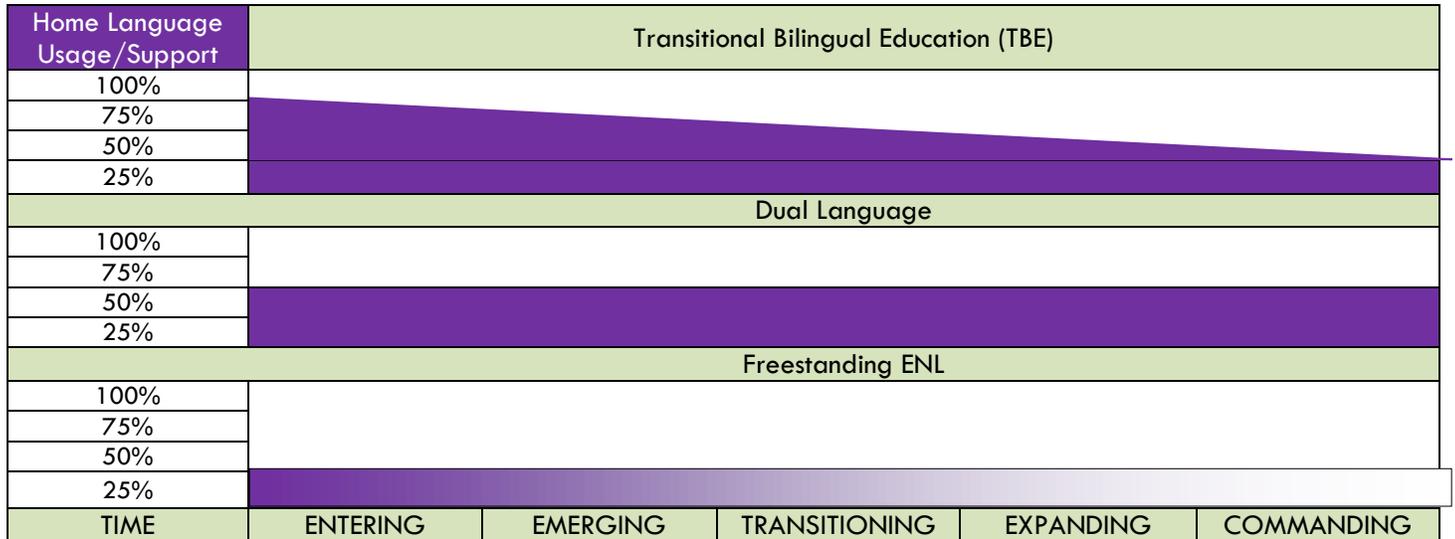


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. During the day, guided reading instruction, provided by licensed Reading Teachers is provided in cycles according to student needs. Once the 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. Technology programs such as I-Ready and RAZ kids were used. After school programs such as Early Bird, Best Practices in Reading, STARS-for first time test takers, READY, Comprehensive Reading Assessment (CARS) NYS ELA Coach, Extended Day: Read, Write, Edit and Listen, Saturday: Read, Write, Edit and Listen. Specifics for current year can be found in Title III document.

ELA Title III Programs:

ELL language Enrichment Saturday Program

This program, funded by Title III funds will service Ell's and former ELL 3 &4 grade students. This program is intended to further develop academic discourse in both Math and ELA. ELA resources will be The Common Core Coach Book.

ELA After School Program

Grade 3,4,5 ELL and Former Ell students. This program runs once a week from November to April for 3rd graders and Deember to April for fourth and fifth graders. This program addresses at-risk ELL's at the Advance Proficiency Level on the NYSESLAT. The focus is ESL strategies for specific language structure and vocabulary development.

1st and 2nd Grade ELL After School Reading Program

Two times a week from January to April

Spanish Early Bird Program

This program services 3,4,5 grade Dual students. This program is intended to continue to develop native language skills in both ELA and Math.

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.

In addition, our Title III funds are being used for mathematics for th following programs:

A Project Hope afterschool program that services 3,4,5 ELL students. The program meets twice a week for a total of three hours from November to April. This program targets ELL students with high math aptitude.

The program focuses on language and multi-step problem based activities while developing mathematical concepts.

After School Math Program that services at-risk ELL and former ELLs in grades 3-5. This program will meet for 1.5 hrs. from November to April. Once again this program focuses on mathematical academic language that would interfere with word problems.

ELL language Enrichment Saturday Program

This program, funded by Title III funds will service Ell's and former ELL 3 &4 grade students. This program is intended to further develop academic discourse in both Math and ELA. Math resources will be mathematical exemplers.

Spanish Early Bird Program

Program for Dual Language Students in grades 3,4,5 twice a week from January through April. The purpose for this program is the improvement of content language vocabulary and language structure in Spanish.

Science:

In order to assist ELL students in science classes, emphasis is made on the planning of the understanding key vocabulary. Voocabulary 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.

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

In combination with Common Core Standards instruction and the use of many ELL strategies, students are moving towards meeting set benchmarks. We have seen this year, as reflected on our NYSESLAT scores and state assessment scores, how we are approaching meeting the standards. There has been a decrease in our number of ELLs as well as an increase in the number of students in Levels 3 and 4 in grade 5.

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

Hochman Writing Revolution (year 2)

New CR-Part 154 Programming

New Phonics series for (K&1) National Geographic

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

14. 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 subgroup. 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 (52.81%) 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All classrooms are equipped with smartboards, ELMO, and computers (mobile labs for classrooms.) This technology is used for student research and for meeting student individual learning styles.

Our school has also purchased the I-Ready Program which gives student access to both home and school instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In Literacy, the Dual Language classes are using Calle de la Lectura in Kindergarten and first grade and Senderos in second through fifth grades, both 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 targets 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.

19. What language electives are offered to ELLs?

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?

d. Is emergent literacy taught in the child's home 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 2-5 for both EP and ELL students. The target language is used 50% of the time in Kindergarten and first grade.

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 and first grade language is separated by teacher and classroom for literacy and by subject for Science and Social Studies. In grade 3, language is separated by teacher and subject for Math and NLA. In grades 2, 4 and 5 language is separated by subject. Kindergarten and first grade ICT dual language classes use a self-contained model where language is separated by day and 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 5th grade class using a hybrid self-contained/push-in model.

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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. 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 research and philosophy to support how these strategies can be used as differentiation of instructional that supports needed for our students. An extension to this 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. All ELL teachers and teachers of a School Within a School (School of American Studies) are also participating in the Writing Project. By training an entire school within a school it gives students an opportunity to continue this work from one year to the next.

A Dual Language Coordinator will provide on-going staff development, as well as, administrators and school staff. Our ten dual language teachers will receive training administering and analyzing EDL, spanish running records. Two teachers will also attend workshops for The Estrellita Program and will turnkey information. 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 the 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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. All ELL teachers and teachers of a School Within a School (School of American Studies) are also participating in the Writing Project. By training an entire school within a school it gives students an opportunity to continue this work from one year to the next.

As always, teachers are encouraged and registered to attend outside workshops.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
This year, we plan to once again ask parents to come to a parent articulation meeting. This meeting, conducted by the guidance counselors and 5th grade AP, was very successful in helping parents with the transition into middle school. We also conducted an additional meeting in which grade standards for middle schools was addressed. Fifth grade teachers headed this meeting and explained to the parents how their work during the year provided a foundation for middle school standards.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school, in addition to an early September orientation have taken full advantage of our Tuesday Parental Involvement Day. We have been meeting with the parents in the first few months to orient them as to the program selection and its components. At this time, since the ENL teachers have been in attendance they have met their son/daughters teacher and have been able to ask questions with regard to the program.

As the year progresses, the ENL teachers are planning to offer workshops in which they discuss topics such as strategies for specific language proficiency levels, NYSESLAT administration, individual student progress etc.

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Attendance sign in sheets are provided with every school meeting. In addition, agendas for these meetings are kept as record of topic and date of meeting. For individual meetings, teachers are required to keep dates and when available signatures of scheduled meetings. When meetings take place by phone or email, the teacher is asked to keep records of these dates. As always, if further assistance is needed by any parent after the meeting is completed, they are directed to the appropriate personnel.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS. 19 has had over the years, a consistent number of parents attending parent meetings. Our parents are very interested in learning more about the education of their students and about the resources we can offer them with our parent workshops. For this reason, we have numerous meetings throughout the year both during and after school. Upon parent inquiry, meetings are scheduled according to parent need or interest.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently a Community Based School (year 1.) Through this partnership, with the help of our resource coordinator, we are consistently involved with outreach programs that directly impact our students and their community. These resources have ranged from medical resources to food/clothing to student paid trips.
5. How do you evaluate the needs of the parents? With the help of our parent coordinator and guidance counselors we are made aware of any needs parents may disclose. At the end of parent meetings, the parents are also given an opportunity to speak to the parent coordinator and share questions or suggestions.
6. How do your parental involvement activities address the needs of the parents? With the help of the community based learning program, parents and teachers have been surveyed in terms of need. These needs/requests are then addressed by the resource coordinator, Savanity Davis.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Genie Calibar	Principal		10/31/15
Ivette Casado-Faya	Assistant Principal		10/31/15
Josette Pacheco	Parent Coordinator		10/31/15
Michele Morales, ESL	ENL/Bilingual Teacher		10/31/15
Victor Torres	Parent		10/31/15
Debbie Kinney/Testing. Coord.	Teacher/Subject Area		10/31/15
Maria Gatanas, ESL	Teacher/Subject Area		10/31/15
Kristen Morris, Literacy	Coach		10/31/15
Ellen Peruche, Data & Math	Coach		10/31/15
Laura Jett	School Counselor		10/31/15
Madeline Chan	Superintendent		10/31/15
Giuvela Leisengang	Borough Field Support Center Staff Member _____		
Justin Thompson, Related Serv.	Other <u>AP</u>		10/31/15
Carmen Montas, Dual Lang.	Other <u>AP</u>		10/31/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q019 **School Name: Marino Jeantet**
Superintendent: Madeline Chan

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Oral	Written
Spanish	Spanish
English	English
Bengali	Bengali
Chinese(Any)	Chinese (Any)
Hindi	Hindi
Philipino	Philipino
Nepali	Nepali
Indonesian	Indonesian

Tibetan
Mandarin
AMoy
SX
Cantonese

Tibetan

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We will distribute agendas/ Handbooks in the fall , School Newsletter quarterly, Parent Teacher Conference announcements in September/November/March and May plus any Tuesday Parent teacher conference(Ongoing), After-School Programs will be send as they are opened through out the course of the school year, Promotion in Doubt letters (Jan/March/May) and other letters send out for announcements of impending workshops, information, curriculum , or student progress.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have personnel in our Main Office who speak Spanish and who are available for oral translations at any given time during school hours for any parent-teacher conference. Tuesdays PARENT Engagement sessions, Parent Orientation in September, Parent Teacher Conferences on November/March/ May. Parent Workshops as scheduled by parent coordinator and Coaches, Guidance Counselor meetings, and Parent Meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Since Spanish is the predominant language of our school, all written communications are provided in both English and Spanish. We have bilingual secretaries, parent coordinator, 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have personnel in our Main Office who speak Spanish and who are available for oral translations at any given time during school hours, for Tuesdays Parent Engagement, we have a binder where teacher request translators prior to their meetings and paraprofessional and staff that speak the language requested are assigned to them. 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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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. A T&I Brochure will be distributed to staff and a copy of how to use the over-the-phone services is available in the main office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey twice a year