

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 019 JUDITH K. WEISS**

Principal: **TIMOTHY P. SULLIVAN**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Judith K. Weiss-Woodlawn School School Number (DBN): 11X019
Grades Served: K-8
School Address: 4318 Katonah Avenue Bronx, NY 10470
Phone Number: 718-324-1924 Fax: 718-994-9132
School Contact Person: Timothy Sullivan Email Address: Tsulliv3@schools.nyc.gov
Principal: Timothy Sullivan
UFT Chapter Leader: Pamela Fraser
Parents' Association President: Nimia Rose
SLT Chairperson: Timothy Sullivan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Arnow Avenue Bronx, NY 10469
Superintendent's Email Address: Mross@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2646

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave. BX, NY 10462 / One Fordham Plaza Bx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 (718)-741-8895 Fax: (718) 828-6280

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)
Timothy Sullivan	*Principal or Designee	
Pamela Fraser	*UFT Chapter Leader or Designee	
Nimia Rose	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ellen O’Brien	Member/ Staff	
Lauren DiDomenico	Member/Staff	
Michele Patafio	Member/Staff	
Barbara Donohoe	Member/Parent	
Philomena Moss	Member/Parent	
Mary Ann Genet	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim Holocher-Furletti	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.

PS 19's Mission Statement - We, the Judith K. Weiss-Woodlawn School community, are dedicated to fostering a partnership between the home, the school and the community. We are committed to the child by providing a nurturing, stimulating environment that maintains high expectations for all students. In order to achieve this, we will promote learning, develop dignity, self-esteem and mutual respect. Moreover, we will provide opportunities to develop critical thinking skills and the skills necessary for decision making and problem solving. Our overall goal is to enable students to become responsible citizens in a multicultural society.

PS 19 is composed of two classes on grade for each grade kindergarten through eighth. Most grades have one ICT class and one general education class. Our students with disabilities and our English Language Learners are serviced in the most appropriate class on each grade level. Students are grouped heterogeneously and are taught by a staff of 35 teachers. Children are assessed in reading and mathematics to determine which children would benefit from academic intervention services and SETSS.

The essence of the PS 19 community is found in the strength of its families. Parents continue to be involved in their children's education, both within school and outside of the school day, and PS 19 can be considered a central hub for community involvement. The Parents' Association, along with PS 19's Student Union, conducted various activities such as food drives, Toys for Tots, and clothing drives designed to support those in the community who need assistance. Students actively collected food, pennies for our Penny Harvest, and Box Tops', students volunteered to clean up and to plant flowers at a baseball field in Van Cortlandt park. Our students were given many opportunities to become active community members as they learned about their civic responsibilities.

The area PS 19 made the most progress in the 2014-15 school year was its involvement with outside organizations to provide our students with after school activities. PS 19 partnered with the Mosholu Montefiore Community Center to create an after school program available for all students in grades 6-8. Activities included Sports, Art, Yoga, Dance, Science Lab, Interactive Gaming, Leadership, Interactive Video, and Lego Robotics as well as other outside events. The COMPASS Program provided family support by offering Parent Workshops related to high school choice and by conducting celebrations such as a Talent Show for families to attend and enjoy. PS 19 also utilized a grant from City Councilman Andrew Cohen from the Bronx Council District 11 and the NYC Department of Cultural Affairs to initiate a CASA after school program for students in grades 1-5 on Thursdays and Fridays beginning in January 2015. PS 19 also provided an art and music after school program for students in grades 1-5 through its own funding.

According to PS 19's School Quality Snapshot, PS 19 has received the highest rating for improvement on the NYS ELA and Mathematics exams for our Lowest Performing Students. Our rating for all of our students is 3 out of 4 and we challenge ourselves to improve. Some key areas of focus for this school year are providing Academic Intervention Services (AIS) for our ELL and IEP students as well as offering more support for all students, initiating a successful COMPASS after school program, and training the teachers how to understand data and use it to modify and differentiate instruction.

11X019 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	504	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	3.2%	% Attendance Rate		94.0%
% Free Lunch	44.3%	% Reduced Lunch		12.6%
% Limited English Proficient	9.6%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		6.0%
% Hispanic or Latino	25.7%	% Asian or Native Hawaiian/Pacific Islander		4.8%
% White	62.3%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.32	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.0%	Mathematics Performance at levels 3 & 4		51.5%
Science Performance at levels 3 & 4 (4th Grade)	94.2%	Science Performance at levels 3 & 4 (8th Grade)		71.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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.

Student Progress on standardized testing is a serious concern and area in need of improvement. The rigorous content on the New York State (NYS) English Language Arts (ELA) and Mathematics exams will be covered in the curricula and taught by teachers following the instructional programs recommended by the Department of Education and will be supplemented as needed, better preparing our students for the NYS exams. The administration and teachers provide appropriate support and instruction through additional Academic Intervention Services for all students, especially ELL and students with IEP’s. On the 2015 NYS Exams, 41.7% of students met standards in ELA. On the 2015 NYS Exams, 49.4% of students met standards in Mathematics

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 grade 3-8 teachers instructing ELA will implement targeted instructional strategies that will result in a 3 percentage point increase of the students scoring at or above proficiency level (level 3 & 4) as measured by the NYS ELA assessments. By June 2016, all grade 3-8 teachers that instruct mathematics will implement targeted instructional strategies that result in a 3 percentage point increase in the number of students scoring at or above proficiency (level 3 & 4) as measured by the NYS mathematics assessment.

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 Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Instructional staff will have the opportunity to attend professional development sessions within and outside the regular school day. Monday Professional Development will include a thorough review of students' responses on the 2015 NYS ELA and NYS Mathematics exams and teachers will use this data, as well as other assessment data such as baseline exams, MOSL, unit tests, etc. to develop needs-based instruction.	Teachers K - 8	Sept. 2015 – June 2016	Principal, Assistant Principals, literacy coach, teacher teams
Utilize available staff to work with ELL/AIS students in a push in/pull out program.	ELLs and Former ELLs, students K-8	Sept. 2015 – June 2016	ELL instructors, AIS instructors, Administrators
Initiate a "Zero Period" Title III Program for ELL students	ELLs and former ELLs	Sept. 2015 – June 2016	ELL Instructors, Administrators
Parent workshops on our ELA programs Ready Gen, Expeditionary Learning, and Foundations. Parent workshops on our mathematics programs GoMath and CMP3	Parents	Sept. 2015 – June 2016	Administration, Teacher Teams, Literacy coach, Parent Coordinator

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.											
The Elementary Assistant Principal will assist in the implementation of Foundations ensuring all K-2 teachers are trained. They will screen/test students using Fountas and Pinnell (F & P). All the ELA teachers will be retrained by the Assistant Principal to ensure consistency in determining F & P reading levels. AIS will be provided by teachers and schedules will be aligned to increase the number of AIS periods. Professional development opportunities for GoMath and CMP3 will be utilized. Key staff will turnkey information from training workshops in collaborative meetings built into the teachers' schedules.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		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.

Baseline assessments will be implemented in September and again in January to determine areas of growth and areas where support is needed. MOSL assessments will be collected and analyzed to determine if we are meeting the 3 percentage point growth.

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

- 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.

PS 19 consistently scores well in the NYC School Survey in the area of school culture scoring a 93% satisfaction rating on the most recently available survey. Over the last several years PS 19 has used a Positive Behavioral Intervention Supports (PBIS) program called PAWS to support positive behaviors in our K-5 students. At the start of the 2014-15 school year, Middle School students in grades 7/8 did not have a PBIS system in place. Teachers and students expressed a need for a system similar to the “PAWS” system utilized in grades K-5 and the Section Sheets Reward system was created. Classes earned points each period for excellent behavior and earned class rewards when reaching 500 total points. An intramural coed sports program during the middle school lunch period was started to encourage positive behaviors and sense of community. Students participate and compete on teams in basketball and football. Students must maintain excellent behavior and attendance to participate. The goal was to offer students positive behavior reinforcements which would lead to fewer removals and suspensions. Also, Online Occurrence Reporting System (OORS) data reflects yearly suspension totals for the 2011 – 2014 school years consistently averaging 15-16 per year. A plan to ensure that a consistent PBIS system(s) will be implemented and the results reviewed to determine their effectiveness.

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the use of PS 19’s PBIS models for all grades, by June 2016, the PS 19 staff will provide a safe and supportive environment to their students in order to foster an engaging learning experience within the PS 19 community as evidenced with by a 5 percentage point reduction in the number of Online Occurrence Reports compared to the 2014-15 school year.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each classroom will display the PBIS appropriate for their grade level. All students will be instructed on the expectations for student behavior and the rewards that can be earned.	All students grades K - 8	By the first week of school	Classroom teachers and administrators
Students in grades K-6 will have an opportunity to earn PAWS for their behavior and positive participation in the PBIS PAWS program. Outstanding students will be recognized as "Student of the Month".	All students in grades K-6	Sept. 2015- June 2016	All staff members
Middle School students earn points that work towards class goals which will result in different rewards earned for the class. Outstanding students will be recognized as "Student of the Month".	All students grades 7-8	Sept. 2015 – June 2016	Middle school teachers
Weekly child study teams will review individual students that are not meeting the expectations. This may result in the development and implementation of behavior support plans, functional behavioral assessments, or other at risk interventions.	Identified students not displaying expected behaviors.	Sept. 2015 – June 2016	Classroom teachers, School Based Support Team, Child Study Team, Administrators, Parents

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.										
<p>The main bulletin board on the first floor will be dedicated to the PAWS PBIS program. An addition bulletin board will located in the lunchrooms at the main entrance will be dedicated for the "Student of the Month" awards and pictures. The Elementary Assistant Principal will oversee the PAWS PBIS program and the Middle School Assistant Principal will oversee the Middle School PBIS program. Students in the PAWS program can trade in earned paws for items at the Paw store which will be run by the students. The cost of the rewards will come for PS 19's general fund and from donations.</p>										
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	X	PTA Funded		In Kind	X	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 of 2016, a 5 percentage point reduction of Online Occurrence reports will be seen compared to February of 2015.

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.

Our 2014-15 Quality Review indicated a Developing rating on Quality indicator 1.2 – Pedagogy. The findings of the reviewer indicted that across classrooms, teaching strategies inconsistently provided entry points into the lesson and that student discussions reflected uneven levels of student understanding. The impact diminished the opportunities to promote higher order thinking and engagement. The Quality Review also revealed that PS 19 was rated as Well Developed on Quality indicator 4.2 – Teacher Teams and Leadership Development. The findings for this indicator revealed that teacher teams consistently analyze assessment data and student work, and make adjustments to the curricula. The findings also indicted that distributive leadership structures are embedded in school practice.

By looking at these two indicators it is apparent that we need to address the inconsistent practice in Quality Indicator 1.2. We can utilize the teacher teams to refocus our efforts to address entry points and differentiation within the classroom. Teachers that have been identified as successful based on classroom observations will be team leaders. They will share best practices and demo lessons (classroom inter-visitations) related to Danielson’s components.

By reviewing our ADVANCE dashboard, the observations of teachers practice are indicating that our teachers are secure in Domain 2 but are inconsistent in the ratings for Domain 3.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will engage weekly in professional development to improve instructional techniques including strategies to provide students multiple entry points and greater opportunities to engage the students in higher order thinking skills. This will be evidenced by a 3 percentage point increase in the number of rated teachers in the Highly effective category” in Domain 3.

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>
<p>PS 19 staff will form a Professional Learning Team (PLT) before the start of the school year with representatives from administration and the teaching staff and a UFT representative or designee.</p>	<p>Teachers and Administrators</p>	<p>Prior to the start of the 2015-16 school year</p>	<p>Principal, Assistant Principals, UFT representative</p>
<p>The Professional Learning Team will meet weekly to develop and review plans for professional development and implementation that align to our CEP goals, the citywide instructional expectations and current trends in our data.</p>	<p>PLT members and administrators</p>	<p>Sept. 2015-June 2016</p>	<p>PLT, teachers, administrators, Literacy coach</p>
<p>A formal observation schedule will be developed and implemented so that administrators have a time-frame to observe and provide feedback to teachers.</p>	<p>Principal and Assistant Principals</p>	<p>Sept. 2015 – June 2016 in cycles as necessary</p>	<p>Principal and Assistant Principals</p>
<p>The PLT will provide a schedule for inter-visitations with targeted focus on the Danielson components. The visits will occur across all grades and provide teachers with non-evaluative feedback. This will be available for teachers to view during professional development time.</p>	<p>Classroom teacher, OPT teachers</p>	<p>October 2015 –June 2016</p>	<p>Principal , Assistant Principals, PLT team members</p>

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>											
<p>Funds will be allocated to allow for per diem support to provide teachers the opportunity to attend professional development opportunities, inter-visitations, and turnkey collaborative meetings.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	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	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>
--

By February 2016, at least 2 % of our teachers will be scoring Highly Effective in Domain 3.

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.

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.

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) <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.

--

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 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.

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.

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) <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.

--

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 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)	Performance on NYS Exams, Teacher Recommendation, Classroom Assessments, Unit Assessments, Benchmark Exams, Report Cards, F&P Reading Level, Student Request	* Academic Intervention Services (AIS) as a push in model * Students receive small group instruction based on needs. * Students receive Wilson, Foundations, * Fountas and Pinell Leveled Literacy Intervention, * Zero period Title III program	Small Group Instruction for all programs.	During the School Day *During the school day *During the school day *During the school day *Before school 2015 -15 CEP 50 Period Title III Program
Mathematics	Performance on NYS Exams, Teacher Recommendation, Classroom Assessments, Unit Assessments, Benchmark Exams, Report Cards, MOSL assessments, Student Request	AIS as a push - in model * Small group instruction focusing on individual needs using manipulative tools, re-teaching, technology, and math games, * Math tutoring of younger students by older students (National Junior Honor Society)	Small Group Instruction for all programs. Tutoring by students supervised by teachers.	All programs are during the school day Lunch periods.
Science	Performance on NYS Exams, Teacher Recommendation, Classroom Assessments, Unit	* ELA push -in teachers utilize relevant Science content during small group ELA instruction	Small Group Instruction for all programs	All programs are during the school day

	Assessments, Benchmark Exams, Report Cards, F&P Reading Level, Student Request	(Fact/Detail, Sequencing, etc.) *Science AIS Push in		
Social Studies	Performance on NYS Exams, Teacher Recommendation, Classroom Assessments, Unit Assessments, Benchmark Exams, Report Cards, F&P Reading Level, Student Request	ELA push -in teachers utilize relevant Social Studies content during small group ELA instruction (DBQ's, Historical Fiction, etc.)	Small Group Instruction for all programs	All programs are during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandates, Teacher Referral, Parent Request, Student Request.	School counselors will provide guidance and crisis counseling services * Students are assisted in learning how to deal with various personal issues including school, friends, family current events, etc. * School psychologists will offer clinical services, agency referrals, and educational, social and personal services. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services. * Social workers will provide counseling services to at - risk	* One to one * Small group /one to one *One to one * Small group /one to one. * Small group /one to one	*During the school day/One period a week or more based on referrals by the Crisis Intervention Team. *Health related services are offered during the school day, one period a week or as needed, to all students based on referral. During the school day. During the school day.

		<p>students and their families as needed.</p> <p>*Students are assisted in learning how to deal with various personal and family issues that are affecting student progress. *Students are assisted in learning how to cope with health related issues such as obesity, diabetes , asthma, etc.</p>		
--	--	---	--	--

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy

Part B: Direct Instruction Supplemental Program Information

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

K 1 2 x3 x4 x5
x6 x7 x8 9 10 11 12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers: 0

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:

***RATIONALE:** P.S. 19 is a K-8 community school that has an enrollment 504 students. ELL students making up 12.9% of the population. There are 2 classes on a grade with ELL students serviced by a Freestanding ESL programs. In 2014 a total of 43 students were administered the NYSESLAT. In terms of overall gains obtained, 37 of the students tested showed growth. In analyzing the data we found that of the 11 students who had made no increase was in the area of reading and writing. In looking at overall performance and success in programs, we also looked at other forms of assessment (ELA state exams, Performance Assessments, Fountas & Pinnells & Math state exams). This supported us in identifying several target grades for the supplemental program. Overall, when looking at the 2013-2014 ELA exams we went down 1 point as a school from the previous year. In breakdown to an ELL subgroup, the Item Analysis for the ELA showed the extended and short answer responses our ELL students reflecting scores of 0-1 in grades 3- 8 for our beginning and intermediate ELLs. In looking at nonfiction text our ELL population averaged approximately less than 10% of the multiple choice questions were answered correctly. Lastly, we reviewed the data from the Fountas & Pinnell levels of our ELLs and growth was minimal. With expected growth varying by grade, ELLs in grade 3, 5, 6 and 7 remained stagnate. Alongside language acquisition, prior knowledge is extremely relevant to learn. Our ELL students have limited exposure to several concepts need to comprehend nonfiction text.

In order to address our student's needs, our goal is to create a program that supports the instruction during the day but is geared towards ELL students. The program that we will be implementing will be based on a theme approach in learning reading and writing of nonfiction. We will utilize, *Language Power*, as a tool to address all five modalities with an emphasis on reading and writing. *Language Power* is an English language development program that builds students' background knowledge around relevant content-area topics and themes; engages students in meaningful language experiences with structured, comprehensible input and output; and provides students with an authentic purpose for learning academic language functions and forms. The program and lessons will be systematically structured to differentiate for students' language proficiency levels, and scaffold the acquisition of the language objectives. Instruction will be provided in a risk free atmosphere providing groups of students with meaningful language experiences through the use of thematic text sets that are based on common curriculum themes. As research shows, English language learners benefit from a thematic approach to learning because when students can connect learning to a larger context, it makes the information more meaningful (Haas 2000). In each theme, students will have multiple exposures to vocabulary and language structures and receive varied opportunities to use the language in context and across the

Part B: Direct Instruction Supplemental Program Information

curriculum. Additionally, these themes build students' background around content-area standards supporting their academic achievement in other curricular areas.

* **SUBGROUPS AND GRADE LEVELS:** ELL students in grades 3-8, for a total of 24, will be invited to attend the program prior to the instructional day. (Grade 3rd = 5, 4th = 8, 5th = 2, 6th = 3, 7th = 2, 8th = 4)

***SCHEDULE AND DURATION:** Program will start November 5th and end in April 2015 for a total of 19 weeks. Students will be expected to arrive by 7:30 a.m. and end at 8:15 a.m.

***Language of Instruction:** English

* **Instructor:** Two Certified ESL Teachers who are fluent in Spanish and Albanian.

***Materials:** Language Power Program which includes teacher's guides theme packs of individual books for students, practice workbook / activity pages, and assessments for progress monitoring.

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:

Based on teacher surveys that were completed in June 2014, 83% of the staff requested professional development around using ESL methodology. In addition several of our ELA programs were evaluated based on the strategies provided to ensure access for all students. Although ReadyGen and Expeditionary do offer supports they are generic and do not provide a classroom teacher with the tools and strategies they can provide to the ELL students to enhance learning. Lastly, Based on data from formal and informal observations, content area teachers in the middle school provide limited points of entry for ELL students.

As part of our Professional Learning Plan, teachers' school wide will receive differentiated training during the weekly sessions on Monday. School wide we have teachers working in teams in researching and developing action plans to support student learning. In looking at the PS 19 Professional Learning Plan, we have schedule 3 PD for teachers presented by our schools ESL teachers. In addition, our ESL teachers will attend 4 workshops provided by Network 607 throughout the school year facilitated by Yluicha Jaquez, at no cost to Title III. Teacher will also be able to register to attend PD provided by the DOE Office Of ELLs, at no cost to Title III. As recipients of the DELLSS Eblast , we have signed up to receive notifications of upcoming events during a New York City Department of Education, Department of English Language Learners and Student Support professional development session or activity. All Teachers are encouraged to attend workshops at no cost to Title III funding. Protocol is to notify administration of the workshop and dates. Once approved teachers will self register. ESL teachers will

Part C: Professional Development

attend a minimum of 2 self selected workshops provided by the DELLSS. ESL teachers are then required to present to staff during a grade conference. In house PD will be provided by Todd Wagner and Spheresa Gjidiija.

Lastly, two PD dates will be provided by our two ESL teachers, Todd Wagner and Spheresa Gjidiija, afterschool for teachers on planning and preparation for ELL students.

Network 607 ELL PD

Date: October 30, 2014, December 3, 2014 and January 28, 2015 (last date yet to be announced)

Time: 8:00 am – 3:00 pm

Facilitator: Yluicha Jaquez

Attended by Todd Wagner and Spheresa Gjidiija

No cost

DELLSS PD

Translating Research to ESL Practice: Supporting ELLs in Secondary Schools Beyond Foundational Literacy

Event: December 5, 2014 and December 16, 2014 from 9:00 AM to 3:00 PM

Attended by Todd Wagner

(at no additional cost to Title III)

PS 19 PD

Understanding the NYSESLAT

Date: December 15, 2014

Time: 2: 35 – 4:00 pm

Attended by PS 19 classroom teachers

Facilitators : Todd Wagner and Spheresa Gjidiija

(at no additional cost to Title III)

Strategies to Enhance ELL Student Learning

Date: February 9 , 2015

Time: 2: 35 – 4:00 pm

Attended by PS 19 classroom teachers

Facilitators : Todd Wagner and Spheresa Gjidiija

(at no additional cost to Title III)

Lesson Planning for ALL Students- Two Sessions

Dates: January 21, 2015

Time: 4: 00 – 5:00 pm

Attended by 11 PS 19 classroom teachers

Facilitators : Todd Wagner and Spheresa Gjidiija

Cost = \$ 1,030.00 for 8 teachers & 2 facilitators @2 hour 1 sessions

Part D: Parental Engagement Activities

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

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

Begin description here:

Several of our parents do not attend parent workshop offered school wide. When we reach out to parents via phone or face to face they are more inclined to attend workshops. During the mandated September Parent Orientation, at no cost to Title III, several ELL parents told the ESL teachers that are unable to help their children with the work but they want to.

Four Parent Workshops will be provided for ELL parents in the 2014-2015, in addition to the ones offered school wide. These will be as follows:

December 16, 2014: Topic to be covered will be strategies to support their child's learning at home 2:45 - 3:45 Provided by ESL teachers, Todd Wagner and Spheresa Gjidiija and literacy Coach, Kathleen Mallon with support from Parent Coordinator, Irene Estrada-Rukaj. (at no additional cost to Title III)

January 13, 2015: Topic to be covered will be what to expect on the NYSESLAT and other standardized assessment. We will look at ways to support the families in developing their child's mastery of specific skills. 2:45 - 3:45 Provided by ESL teachers, Todd Wagner and Spheresa Gjidiija ,and Assistant Principal, Ellen O'Brien with support from Parent Coordinator, Irene Estrada-Rukaj. . (at no additional cost to Title III)

March 31, 2015: How to use technology for learning in your homes. We will address ways that computes and online resources can be a tool in learning. 2:45 - 3:45 Provided by ESL Teachers -Todd Wagner and Spheresa Gjidiija, and Ms. Hughes computer teacher. . (at no additional cost to Title III)

June 9, 2014: Things to do over the summer to keep learning ongoing for their children. 2:45 - 3:45 provided by ESL Teachers -Todd Wagner and Spheresa Gjidiija and with support from the Parent Coordinator, Irene Estrada-Rukaj. . (at no additional cost to Title III)

Notification will be done in several ways: Parents will be notified by letters sent home with students in their native language. In addition, we use a school message system, where we will send out a verbal message to students. Lastly, we will ask that our Parent Coordinator reaching out to families via phone. . (at no additional cost to Title III)

Part E: Budget

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

Allocation Amount: \$ 11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6,593.28.00 (per session) \$ 1,030.00 (per session)	Per session rate at \$ 51.00 <u>2 teachers , three days a week totaling 64 hours. This is for the direct instruction of students.</u> <u>Per session – For 1 two hour professional development sessions afterschool totaling 20 hours for 8 teachers & 2 facilitators</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,191 Language Power Complete Kit Level 6-8 B 469.00 Language Power Complete Kit Level 3-5 B 468.00 Text Set Add on Packs for 6 students at 199.00= 798.00 \$1,120. 00 Incentives \$0,147.00	Materials are nonfiction theme based texts. Teacher resources are included for instructing the programming. Student/Parent incentives will be purchased awards and trade books motivation and home support. Writing journals
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200.00	

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 11	Borough Bronx	School Number 019
School Name PS 19		

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 Timothy Sullivan	Assistant Principal Ellen O'Brien
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Shpresa Gjidiija	School Counselor Kim Algarin
Teacher/Subject Area Todd Wagner/ Spanish/ENL	Parent Barbara Donohoe
Teacher/Subject Area Kathleen Mallon/ 5th grade	Parent Coordinator type here
Related-Service Provider Loretta Rizzo	Borough Field Support Center Staff Member type here
Superintendent Meisha Porter Ross	Other (Name and Title) type here

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	498	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	0	0	0	0	0	0	0	0	0					0
Dual Language	0	0	0	0	0	0	0	0	0					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	37	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	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	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	28	0	2	9	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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			4	2	3		1		1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			2		1	1	1	3					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	5	1	3		2	1	1	1						0
Other					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)	1		1	1		1	1	1	1					0
Emerging (Low Intermediate)	1								1					0
Transitioning (High Intermediate)	2		3	3	6		2		1					0
Expanding (Advanced)	2	1	3		2	1		1	1					0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0	0	0	0	0	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				2	1	3	1	1	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4	6	2			0
5	1			1	0
6	3				0
7	2				0
8	2	1	1		0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	2	1						0
4	6		2						0
5	1						1		0
6	3								0
7	2								0
8	2		1	1					0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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)								
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.
 Our goal is to improve all student achievement through a balanced approach to literacy, mathematics and mastery of other content areas. Assessment tools are utilized in planning our instruction for differentiation. Students are assessed using both formative and summative assessments- the LAB-R test, NYSESLAT, Fountas & Pinnell, Performance Assessments, chapter test, Exit Slips, writing samples, Acuity, Performance assessments in core content areas, conferences and teacher observations. Four times a year K - 3 are tested on the Fountas and Pinnell Benchmark assessments. In September the data provides us with areas of strength and areas of needed improvement for students in concepts of print, letter sound id, fluency, sight words and comprehension. This gives us an idea on what skill we need to work with in order for the student to make progress. These assessment help us target our instruction and through continuous monitoring we are able to look at gains and formulate next steps. response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across the proficiency levels in the NYSITELL and NYSESLAT show that students tend to have the most difficulty in the speaking and writing modalities with overall strengths in listening and reading. Speaking has always been an area of strength for our ELL students and need to continue with past practices during instruction that enhanced student learning (partnerships, repetition, and book clubs) Students identified as beginners and intermediate have not demonstrated strong control over common sentence patterns, coordination, spelling and mechanics. This is a clear indicator that we need to focus on writing with our ELL population especially in grades 4, 5, 6, and 7. In addition, students in grades k thru 3 had overall gains on the 2014 NYSESLAT . In grade 3 of the 8 students from 2014 to 2013 only 1 student obtained gains on the 2014 NYSESLAT. In looking at the 26 students who were administered the 2014 NYSESLAT that have been at PS 19 for over two years , 19 out of 26 had gains in the composite score. Grade four students loss in their overall scores which will require additional support for the now present 4th grade and continue as they move to 5th.
 This is a clear indicator that we need to focus on writing with our ELL population especially in grades 4, 5, 6, and 7. In addition, students in grades k thru 3 had overall gains on the NYSESLAT (14 out of 14). Upper grades, 4 thru 8 revealed a decrease in overall scores . 19 students were administered the NYSESLAT in grades 4 -8, 2 new to the US. 4 out of 17 had gains in their overall score with areas of decrease mainly in reading and writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In looking at the modalities and decision making, we will continue to prepare and familiarize our students with the NYSESLAT/NYTL exam in small group instruction during the extended day. We are looking at the area of weakness in speaking and writing and have made it a key focus for our in-house staff development along with our outside support. All curriculum maps are aligned with the CCLS Standards and ESL standards. Student follow the workshop model in both reading and writing with the support of two teachers but utilizing new CCLS aligned curriculum (ReadyGen, Expeditionary, Go MATH and CMP3). Our goal is to have a program that offers clear and explicit instruction in reading and writing which we invested in for the 2014-2015 school year and expand on for 2015/16. . Although New curriculum in both ELA and Math were decided upon based on student data on the NYS ELA, math, and NYSESLAT/NYSTL we have created several revisions to our curriculums. Our prior curriculum offered many strengths but lacked in addressing all learners. The new curriculum in ELA and Math have specific lessons and strategies to address ELLs. We have looked at strengthening student discussions and teachers' questioning techniques through the use of book clubs.

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?

a. In looking at the state exams our ELL population have continued to do better on the math then the ELA. Several of our ELLs were newcomers in the 2014- 2015 school year. Math will be an area that we will focus on this year with our ELL population. Many of the children come from areas that math is taught differently especially money. THE NYS MATH was administered when available in their native language along with an english copy, if this was not available a translator was provided. Depending on the skill children performed ENL students performed better when the assessment was presented in English as compared to their native language. This is a different pattern then in the past. Since instruction in the 2014/2015 school year was supported through the use of iPads for ENL students gains are also evident in both the formative and summative assessments administered in the classroom.

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

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

6. Success of our program is evaluated in several aspects. Firstly, we look at the emotional and social aspect of how a student and family acclimates to our school. We monitor for the development of friendships, participation in class, and extra curricular activities. In addition, we look to see families attendance at parent workshops, class celebrations, and parent teacher conferences. We are committed to welcoming and including the different ethnic communities of our ELL parents and students in all school activities. In addition, we monitor students academic progress in school. We look at the results of the NYSESLAT from the previous year, LAB-r for newcomers, and compare them to current year NYSESLAT. We monitor data to see how the students advance through the levels of language proficiency. 2012-2013, 62% of student who had taking the exam the prio year, had advanced a level of language proficiency. In looking closer, K - 3 had 99% of students advance from one level of profeciency to the next in 12-13.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At PS 19, we have created a RTI team that meets weekly. Classroom teachers and content area teachers present a student that they have academic concerns during this meeting. Students are presented to the team regardless of other services he/she are being provided. A long and short term plan is devised for the student and shared with the teacher and parent. When necessary students will receive AIS for an extended period(6-8) weeks based on the plan. The AIS teacher is required to progress monitor the student and report back to the team 3 times a cycle. At the end of the cycle (6-8) weeks the child is discussed again to look whether their was progress or a need for ontinuation of AIS.

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

7. For dual language programs, answer the following:

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

NA

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

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

In addition, we monitor students academic progress in school. Each year we look at the results from the NYSESLAT and compare to prior year for AYP. We look at individual students, ELL levels, and across grades. In addition we look at our yearly schoolwide assessments such as the Fountas and Pinnell levels, chapter and unit test in math, and online assessments. We look at the results of the NYSESLAT from the previous year, NYTL for newcomers, and compare them to current year NYSESLAT/ NYSITELL. We monitor data to see how the students advance through the levels of language proficiency.

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.

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS) which is provided in English and their native language. The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the Assistant Principal and/ or the ESL teacher with the student and parent in English and in the native language, if possible. The pedagogus are fluent in Albanian and Spanish. If necessary we call the NYC DOE interpretation and translation department to support the family. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

IF the student’s home language is English, the ELL Identification Process terminates at this step; if the student’s home language is not English, the ELL Identification Process continues. For students whose home language is not English, the ESL teacher administers a more in-depth interview with the student, reviews his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). The ESL teacher is cognitive that a student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, the school determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. In order to determine this , the ESL teacher will:

1. Interview the student in both English and the home language
2. Review student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal. As a team we determine the studnets eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL. We then print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, the answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language).

- Entitlement Letter
- Non-Entitlement Letter

- Continued Entitlement Letter

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).

As a schools we have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We then follow all of the same steps as outlined in question 1. Once Identified students are administered baseline assessments in Reading (F & P Levels), Writing performance assessment and a math beginning of the year assessment (mastery of prior years CCLS). This is used as an indicator and dicussed with by the LPT along with the classroom/ content teacher. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
 - In grades 3 to 9, and
 - At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results
- SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) are determined by Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school administrator- Assitant Principal
- A certified teacher - AIS teacher and the ESL teacher
- Special Education Liason
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is at each meeting of the LPT. This procedure is used for initial entry into DOE schools or reentry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT uses evidence of the student's English language development, including, but not limited to the following:

The student's history of language use in the school and home or community

The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT determines whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student is administered the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If futher decision is needed it is escalated to the Superintendent.

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.

Both entitlement and non-entitlement, in both English and native language, letters are mailed to the child's home along with a copy placed in the student's home folder. In addition, the ESL teacher outreaches to all families via phone or face to face meeting withing 5 days to ensure that the parents understands the letters. Parents are asked to sign a document stating that they are aware of the his or her child's results of the NYSITELL.

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).

All families are encouraged to come into the school for a meeting with the ESL teacher along with administration to discuss the NYSITELL. The letter informs them of the right to appeal and the follow up phone calls assist in informing parents.

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.

The Assistant Principal in collaboration with the ELL teacher conducts Parent Orientation sessions where parents are informed on program choices for their child. Laptop stations are set up to show the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance is recorded for all staff members present at the orientation, families, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language. The orientation is provided in a language or mode of communication that the parent or guardian best understands. Fortunately, we have staff that speak Albanian, Spanish and Mandarin. When necessary we contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

- After parents are informed of all three program models at the parent orientation, we make

Follow-up phone calls, mail letters and backpack letters home for those families who did not return the letters. For new admits after September, we follow the same steps but provide the information during the registration process and schedule one-to-one orientations. All entitlement letters, parent survey and program selection are kept in a file cabinet in the ESL teachers office.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Gjidiija will send home the Entitlement Letter with the student the day after the student received the NYSITELL. The parent will be scheduled for the Parent Orientation Meeting with a meeting date schedule on the letter. A follow up phone call is placed to ensure parental understanding. If the parent fails to attend the meeting, Ms. Gjidiija will call the parent and speak directly with the parent in their preferred language to arrange a more convenient time for the parent to have a meeting or Translation and Interpretation services will be used. In the event that a working phone number is not available and or a message left is not returned, another letter will be sent home with the student on school letterhead in the preferred language of the parent explaining the importance of selecting an ELL program for their child and learning about the curriculum and assessments their child will be experiencing this year. In addition Ms. Gjidiija or the Assistant Principal will be present at the child's dismissal in order to have direct contact with the parent or person picking up the child. Copies of all Entitlement letters and follow up letters will be placed in the student's Cumulative Record folder. Documentation of the time and dates of phone calls made to contact parents will be maintained.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Assistant Principal in collaboration with the ELL teacher conducts Parent Orientation sessions where parents are informed on program choices for their child. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. All forms are completed at the meeting. Follow-up phone calls, mailed letters and backpacked letters are sent home from those families who did not return the letters. This process continues until we reach the parent. Assistance is provided by the Parent Coordinator in the outreach to families. For new admits after September, we follow the same steps but provide the information during the registration process and schedule one-to-one orientations. All entitlement letters, parent survey and program selection are kept in a file cabinet in the ESL teachers office.

9. Describe how your school ensures that placement parent notification letters are distributed.

After Parents have completed the Parent Survey and Selection Form, our ENL teacher, Ms. Gjidiija, records the parents' program choice in a school log maintained in her office. A placement letter is then generated and given to the homeroom teacher for distribution. Letter is backpacked home with the child with a tear off that the family is required to return upon receipt. The ENL teacher follows up the following day to ensure that the letter was sent home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original critical ELL documents are placed in the student's cumulative record folder including dated and signed copies of Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs and Continued entitlement Letter (continuing ELLs)). In addition copies are maintained in a secured file cabinet in the ESL teachers office.

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.

The two ENL teachers on staff Ms. Gjidiija and Mr. Wagner, administer the NYSESLAT. Schedules are made by the Assistant Principal and viewed with the team. Homeroom teachers have a copy of the schedules which outline the dates for each subtest. In addition, parents have a letter that informs them on the dates of testing for their child. Teachers use the first several weeks to administer the Speaking subtest. The test is given one on one in ESL Classrooms. One teacher administers and the other records the response. The last two weeks of the NYSESLAT are devoted to the other three sections. Make up dates are scheduled for all sub test to ensure all students are administered all parts of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Ms. Gjidiija will prepare the student Continued Entitlement and Transitional support letters upon receipt of the Spring NYSESLAT scores. A copy of this letter is maintained in her office. Parents are sent home the letter the first week of school and are asked to date, sign and return the letter promptly. Signed and dated letters are placed in the student's ESL folder.

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).

Looking at the trends over the past year, majority of our families select ESL program. In 2014/ 2015 schoolyear we had 7 newly identified ELL students and all 7 families selected ESL. This program is offered at PS 19 .

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.
Instruction for ELLs will be delivered in the ESL/ENL Program Model. There are two components to this program the standalone ENL units and the Integrated ENL units. Our school has chosen to implement the Collaborative Teaching Model for the Integrated ENL units. There are presently two classes on a grade at PS 19 The students have been grouped heterogeneously and are not in any of the Intergrated Co teaching classes. The ESL Teachers Ms. Gjidiija and Mr. Wagner, will provide Integrated Push-in ELA/ENL service in these classrooms for the mandated amount of minutes. Stand Alone ENL Service will be provided in the ESL rooms of Ms. Gjidiija for grades . This will be a total of 5 students for the 15/16 school year. For our 4 students with IEPs, they are placed in an ICT class and will receive the integrated ENL units in the neighboring classroom.
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here:
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)?
The Assistant Principal is responsible for ensuring that the mandated number of instructional minutes are provided according to students' proficiency levels. Schedules are created for the ESL teachers and then reviewed collaboratively. All ESL teacher Schedules are kept on file in main office and reviewed monthly to make revisions as necessary due to incoming enrollment. In the event of a large increase of ELLs, the Principal will be notified of the need for additional ENL service providers.
- 2a. PS 19 has planned the ENL units of study to simplify scheduling for our ESL teachers. Entering and Emerging students will receive 1 unit of Stand-Alone ENL Instruction. Entering, Emerging, Transitioning and Expanding students will receive 1 unit of Integrated ENL/ELA service through the Push-In Collaborative Teaching Model for ELA. Commanding ELLs have been placed in ELL classes and will receive .5 units of Integrated ENL/ELA .5 units a week. ELLs with IEPs will receive their mandated units in the neighboring classroom. Teachers schedules were created across the grades to ensure that the student received the ESL service and did not conflict with their IEP recommended program.
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.
All content area is delivered in an instructional program that ensures academic rigor. In addition to our 90 minute ELA and math block,all students at P.S. 19 receive instruction in science, social studies, technology and the the arts. Each classroom has a leveled library for students to utilize.This service is given in four 45 minute periods a week. This year we have purchased new CCLS ELA and Math curriculum to align to the CCLS. These materials have supports for ELL students that are built into the daily instruction. Kindergarten to 8th do labs once a week in the classroom. Science and social studies leveled libraries have been purchased for each classroom and curriculum has been aligned for all studetns to access. Our elementary science teacher utilizes ESL strategies for her instruction that have been shared out during grade conferences and professional development. Weekly experiments are provided schoolwide and the ESL teacher will further support the units of studyduring her instruction. Students are guided in small groups the work on language development both verbal and written. We also provide laptops to our newcomer

students in ELA, science, math, and social studies. Here the textbooks are available online along with a website/tutorials that support the content. As a staff we really heavily on google translate for our middle school newcomers and all learners. Unfortunately, several languages are not available in the textbooks or trade books and the teacher will summarize/take notes then translate using Google Translate for the students. Technology is used on a daily basis in our classrooms. Each room is equipped with a smart board where lessons use visual support in the content area to support student learning. Video modules are utilized to teach content using visual and auditory support. In addition to the above support for content area, our K-8 teachers follow the recommended NYC DOE pacing calendar for social studies and science. Several trade books, in addition to our core curriculum program from Houghton Mifflin, were purchased for our ELL population to support units of study. These trade books are supported with photographs, timelines, maps, and easier readability for our ELL students. During our weekly grade conferences strategies are shared in terms of best practices for our ELL. In addition we receive support from our Network ELL Achievement Coach.

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

Currently our school only offers an ESL/ENL Program, we do not evaluate students in their home language. If a need arises throughout the year to evaluate an ELL in their native language, we will contact the ELL Compliance Leader to find appropriate materials to evaluate the student. For State and Local assessment that is available in native language students are provided a copy in their native language and English. During state exams it is necessary to utilize interpretation services for Arabic since the NYS Math and Science are not yet translated in this language.

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

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

6. How do you differentiate instruction for 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

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

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

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

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

e. Our 3 ELLs with special needs are closely monitored and provided all the academic support. Our related service teachers work directly in the classroom with the general education teacher and the ESL teacher. We have weekly special education meetings that are attended by all support service providers and our ESL teacher. Here we work on strategies that best

support our students and analyse the data for instruction. For our special education model, we strongly support an ICT setting. All our special need students are in this setting accessing general education with the support of two teachers. Curriculum is not altered but modified to best meet the learners needs. Some modifications are put in to place for students maybe timeframe, amount of questions, presentation of material, etc. Lastly, we have weekly special education to monitor student progress with for all our special education teachers related service providers, and school based support team.

7. 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.

Our school will insure that re-identified as ELL or non-ELL students have not been adversely affected by the re-identification process by reviewing these students' progress after six months. The Principal, Mr. Sullivan, will be contacted by Ms. Gjidiya and the Assitant Principal, when the six month deadline arrives. She will organize a meeting with the student's classroom teacher, Principal and the Parent/Guardian of the child to discuss the student's academic process. The parent and all meeting members will receive a letter of the time and date of the meeting. A determination will be made at this meeting as to whether the child has been adversely affected by the re-identification process. The Principal, Mr. Sullivan, will provide additional support services as needed and may reverse the determination within the six to twelve month time frame with consultation from the Superintendent. A notice of this determination will be sent out to the parent on school letterhead in the parent's preferred language. A record of all letters sent to the parent will be placed in the child's cumulative record folder and an electronic copy of these letters will remain on file in the ESL room.

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?

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

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?

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

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.

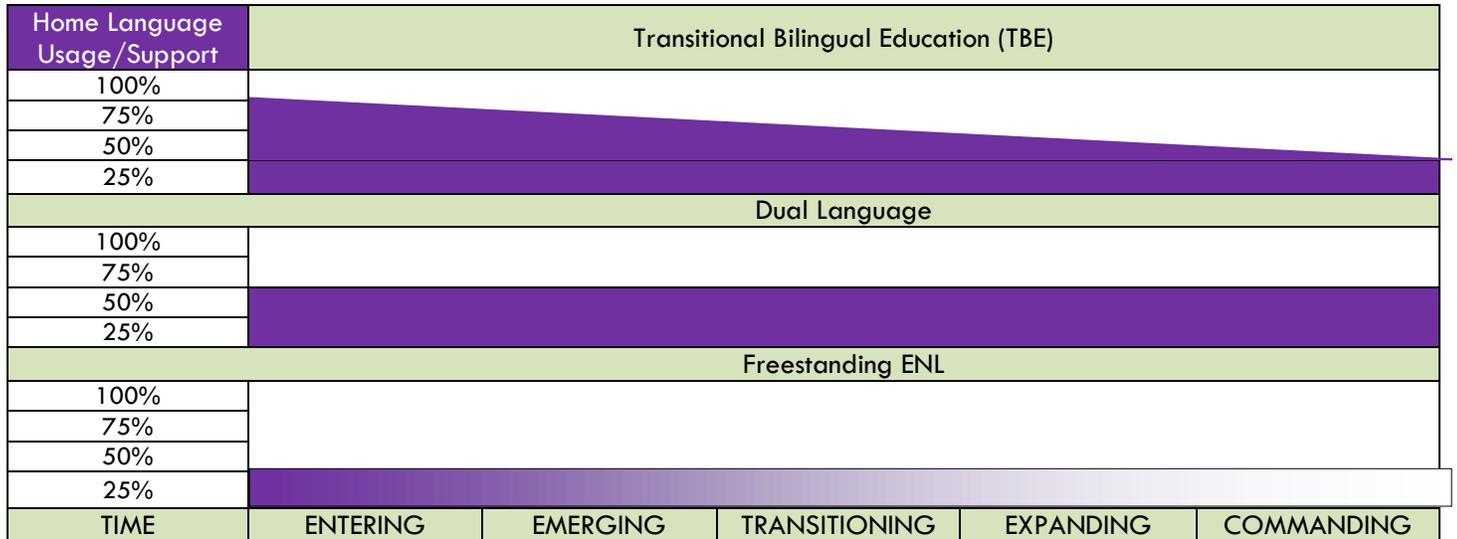


*Note “other approved services” does not apply to New York City at this time.

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.
: All students that are targeted for intervention attend a 90 minute literacy and math block with the support of two teachers. During this block the ESL teacher pushes in for additional support. Each classroom is equipped with a smart board, ditigal image projector and 4 laptops. This provides the tools teachers need to implement ELL learning strategies (visual, auditory, etc....) In our K-3 class we use Foundations. For students that have a need they are "double dosed" in the program. For grades K - 8 we also use a program called Leveled Intervention for guided reading. This is done in addition to the ELA block and is done by our AIS teacher. At 19, we work on matching programs to students not students to programs. Steps for our intervention programs range from Tier I to Tier III supports. Lower grade teachers send home packets with each student to support class work. Students are assessed formerly monthly and placed in strategic reading groups based on needs. Assessments occurt hroughout the day informally by the teacher conferences, checklist, exit slips, etc. We also have weekly RTI meetings that we discuss and monitor the progress of our students. Each grade has colloboration periods for data inquiry groups, monitoring student progress and sharing "Best Practices". All students have progress monitoring folders that are used to record the data.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
FOr 2014/2015 we used several different programs based on grade level and proficiency level. We will continue with Foundations for K-2 students. In reference to other programs, we found that several of the programs were taught in isolation.
12. What new programs or improvements will be considered for the upcoming school year?
This school year we are looking at a more integrated approach. All ELLs will be engaging in their ELA studies parralell to their peers. We are looking to incoporate book clubs for student discussion and increase student rigor but most importantly to engage in authentic conversations.
13. What programs/services for ELLs will be discontinued and why?
We will discontie using Cornerstone for our ELLs in lower grades and use a Reading and Writing workshop model implement guided reading at a minimum of three times a week.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At PS 19 we are limited in the programs offered to our students . For the 2015 - 2016 school year we will have an after school program for Middle School (MMCC) , test prep, a high school prep course and the CASA art program for lower grades.to all our students depending on grade level. Every child receives an invitation and is encouraged to attend.
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.
As discussed previously, technology is used to support our ELL during instruction. Each classroom is equipped with a smart board and ditigal image projector for interactive lessons, visual and auditory support for our students. 4 laptops are in each classroom along with a state of the art computer lab. This year we have purchased an additional 30 laptops that are in carts that can be wheeled into the classroom along with iPads. Laptops and iPads are used for various tasks. Student use them to access websites that support language acquisition.
EDUplace is used to provide fountas leveled text with auditory support and Imagine! learning. Many of our newcomers use the laptop for the writing process and to assist in translation in Google Translator. Also the Smartboards are used for visual and auditory support for students that provides video components on topics. In addition the ESL teachers use the IPADs to access Discovery educaton that supports learning through videos.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our largest population of ELLs are Albanian who receive support from Ms. Gijidaja who is fluent in ALbanian. In additon, Mr. Wagner who also does ESL instruction teaches Spanish to grade 7 and 8.. Our ESL teachers are able to support them in native language development (spanish and Albanian). We also utilize Google Translate as a support in the classroom along with translators when available. Students are peered with other students who are dual language. In addition we rely heavily on visual supports through the content libraries and video presentation.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required supports and resources are age and grade level appropriate. Due to the fact that we are a K to 8 building we are required to purchase various programs which at time might appear inconsistent. Our newcomers in 1st have very different needs and awareness than or 8th grades. Our goal is for the students to access the gen'l ed curriculum but at times it is necessary for students to be pulled out of the instructional classroom.

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. 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)?

Paste response to question here:

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.)
 1. All staff at P.S. 19 participate in a rigorous, professional development plan. Our assistant principals and pupil personnel secretary, participate in professional development offered by the DOE in regard to training for registration, compliance and ATS coding of ELL students. Each grade and teacher has prep period to ensure collaboration. As a school we have a weekly Special Education, RTI, data inquiry, and professional development meeting which we are fortunate to have our ELL teacher be a part of the majority of the committees.
2. 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?

With the support of our district, our ELL teachers receive on-site staff development from the ELL specialist and will attend District workshops whenever offered. Our ELL teacher also attends seminars geared towards the ELL population and DOE offered workshops. Our teachers of ELL students attend workshops targeted in supporting our ELL population. Teachers this year have had a year-long plan to attend PD offered through the new curriculum companies- ReadyGen, Expeditionary, GoMath and CMP3. We have monthly PD meetings where staff turn keys from meetings they have attended.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor works closely with our staff in assisting students with the transition to high school. She holds a parent workshop twice a year and goes in to the classroom for articulation along with individual student conferences. Students in 7th grade begin the high school process by having a weekly class with the guidance counselor. In addition, we have a high school fair in October for all students. The guidance counselor also has a mandated individual meeting with families for our middle school student about the high school process. All families are required to attend at least one meeting. In addition, the two ESL teachers and the guidance counselor schedule tours on selected high schools in NYC that target ENL= New World High School.
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.

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

When teachers attend outside professional development they are required to bring back agendas, a record of attendance and turn key to selected staff. In addition, our PLC had two six-week cycles that rotated on ELL-specific professional development. Minutes were required to be recorded at the meetings and submitted to administration.

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?

Ms. Gjidiija has dedicated her Tuesday to meet with her ELL families. She sets up a yearly calendar of appointments for families. In addition, she has an open door policy that at any time families can come to speak with her. The classroom teachers and content area teachers are in attendance at these meetings.

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.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
1. We understand the importance of welcoming new parents into our school community. Our Parent Coordinator and the Parents' Association are instrumental in providing school information for new parents, especially parents of ELLs. Our ESL teacher, classroom teachers, and all support personnel put forth every effort to ensure that our parents are consistently updated regarding student achievement. We have staff members who serve as translators (Albanian, Spanish) for parents during meetings, especially Parent-Teacher conferences, phone calls, IEP meetings, High School articulation meetings and for any occasion where needed. In addition, we have a school website to enhance communication with all parents. Workshops are planned throughout the school year based on surveys and questionnaires. We offer a family math and literacy night yearly for all families. We also host the open school week in November, a parent orientation in September for parents, various workshops throughout the school year, and school celebrations (publishing celebrations, honor roll, and performances). This year we will also be offering afterschool workshops for ELL parents based on topics received from a parent survey.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school partners with MMCC, CASA Program and Bronx Arts. In addition to this we are affiliated with the Woodlawn Taxpayers Association who support our school with service awards, school facilities, and fundraisers and is open to all parents. Monthly meetings for all parents are held the second Tuesday of the month to support all Woodlawn families. We also are affiliated with the Woodlean who offer an after school sports program for all our students.

5. How do you evaluate the needs of the parents?
One key piece we use to evaluate our parents needs in the Learning Environment Survey. In addition to this we send out parent surveys to obtain information on how we can best support them through workshops, communication, and student progress. Our principal attends all the Parent Association meetings and our School Leadership Team is key in putting forth parents' needs to administration.

6. How do your parental involvement activities address the needs of the parents?
The majority of our parental involvement activities arise from parental requests that are obtained from the above scenarios.

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.

Paste response here:

Part VI: LAP Assurances

School Name: Judith K Weiss

School DBN: 11x019

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)
Timothy Sullivan	Principal		1/1/01
Ellen O'Brien	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Shperesa Gjidiya	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Kathleen Mallon	Teacher/Subject Area		1/1/01
Todd Wagner	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kim Alagarin	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11x019 **School Name: PS 19 Judith K Weiss**
Superintendent: Meisha Ross Por

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.learn DOE.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.

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

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.

Preferred languages listed for parents are English, Spanish, Arabic and Albanian.

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.)

The documents that our school disseminates each year that require translation and are distributed to families are as follows:

The School Calendar –September
The School Handbook-September
Overview of Grade Level Curriculum-September
Afterschool Program Invitations-September/October
Report cards and Progress Reports
Parent-Teacher Conference Announcements-September, November, March and May
New York State Testing Dates-October/March

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.

The face-to-face meetings that our school has include:

Parent-Teacher Conferences-September, November, March and May
Every Tuesday parent engagement
High School articulation
Progress reports

Informal Interactions:

e-mail communication to parents
Attendance teacher calling parents-daily
Guidance Counselor calling parents-weekly
ENL Teachers calling parents-weekly

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.

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

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.

Interpretation needs indicated in Part B are provided in several ways. Oral translation is provided by staff members who are fluent in the following languages Albanian and Spanish. For all other languages our school contacts the Translation and Interpretation Unit for over-the-phone interpreters. E-mail communication translation in the parents preferred language of communication is provided by the Skedula online service.

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.)

Our staff will be informed at a faculty meeting of the translation services provided by staff members who are fluent in the languages Albanian and Spanish and they will be educated about the over-the-phone interpretation service provided by the Translation and Interpretation Unit. The staff will receive a Translation and Interpretation Brochure in September with directions to print it out and have it accessible in their room. The Translation and Interpretation phone number is posted in the Main office and the Assistant Principals's office for all staff to refer to when contacting parents.

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

Our school has visited the website and printed out the required Notifications. The Welcome poster is posted at the main entrance to our building. The Parents will receive copies of the Parents' Bill of Rights, Parents' Guide to Language Access in appropriate preferred languages and the language ID Guide is at the security desk and in the main office.

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)

Our school will consult the data provided on the parent survey to ascertain if we can improve the Translation and Interpretation that we provide for our parents. Additionally, the ENL teachers will survey parents at ELL about the quality and availability of Translation and Interpretation that they have received from the school. Feedback from these surveys will be discussed with the administration and any changes necessary will be made.