



**PS 19**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 01M019**  
**ADDRESS: 185 FIRST AVENUE, NY, NY 10003**  
**TELEPHONE: 212-533-5340**  
**FAX: 212-673-1477**

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SCHOOL NUMBER: 10M019 SCHOOL NAME: Asher Levy

SCHOOL ADDRESS: 185 First Avenue, New York, NY 10003

SCHOOL TELEPHONE: 212-533-5340 FAX: 212-673-1477

SCHOOL CONTACT PERSON: Janet Chasin EMAIL ADDRESS: jchasin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Milly Parrales

PRINCIPAL: Jacqueline Flanagan

UFT CHAPTER LEADER: Dennis Gault

PARENTS' ASSOCIATION PRESIDENT: Paula Hewitt

STUDENT REPRESENTATIVE:  
(Required for high schools) Not Applicable

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: ONE SSO NAME: Empowerment: Sandra Litrico

SSO NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Daniella Phillips

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jacqueline Flanagan	*Principal or Designee	
Dennis Gault	*UFT Chapter Chairperson or Designee	
Paula Hewitt	*PA/PTA President or Designated Co-President	Please see next page
Maria Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diana Soltren	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Juan Rivera	SLT Member	
Leyana Olivaria	SLT Member	
Monse Santana	SLT Member	
Njoki Williams	SLT Member	
Nicole Connolly	SLT Member	
Milly Parrales	SLT Member/Chairperson	

\* Core (mandatory) SLT members.

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement

October 30, 2009

Dear Ms. Flanagan,

Thank you for your strong support for parent involvement at PS 19. I am writing this letter to explain why I am unable to sign the CEP for PS 19 at this time. As a new PTA President I was not involved in the drafting process for the CEP and the first time I was provided with the draft CEP and the Galaxy budget information was yesterday, October 29, at our first SLT meeting of the school year. As I have not had sufficient time to review it, after consultation with other parent SLT members, we need time to review it before signing it.

I appreciate the opportunity to work with you this year on PTA and SLT collaborations.

Sincerely,

Paula Hewitt  
PTA President, PS 19

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **Our School:**

PS 19 is a grade Pre-K-5 school located on First Avenue between E. 11th and E. 12th streets in the East Village of Manhattan. PS 19 was built in 1956 and is housed in a well-kept, modern building. Our schools serves approximately 330 students; the school population like the surrounding neighborhood, is ethnically diverse. PS 19 became an Empowerment School in September of 2007. Being part of the Empowerment School Network (Sandra Litrico) gives our administration more flexibility to meet the unique needs of our students. PS 19 offers several types of special education including SETSS services as well as CTT and self contained classes.

In September 2009 PS 19 opened a Kindergarten CTT class, which is part of the citywide Autism Spectrum Disorder Nest Program (ASD NEST) which provides a 12:2 learning environment for students, 4 of whom have Asperger's Syndrome. Each of the teachers working in this class has received specialized training from NYU. The students receive additional speech and occupational therapy services.

P.S. 19 has been recognized by the New York State Education Department in 2005–2006, 2006–2007, 2007-2008 and 2008-2009 as a Higher Performing/Rapidly Improving Gap Closing School. We are proud of this designation because it validates our work with our minority population of students, and our efforts to provide each student at PS 19 the same high quality education. PS 19 is a Title One, School Wide Project school. Title One funds are used to fund a data center, academic intervention and smaller class size.

#### **Our Philosophy:**

We strive to provide every student with the opportunity to achieve academic success in a language and literature rich environment that is meaningful, stimulating and creative. Our teachers believe that children learn best when they have an opportunity to pursue topics which interest them, and are given ample opportunities to talk and write about what they are learning. In order to provide the proper environment for such learning, PS 19 began following the Teachers College Reading and Writing Curricula for English Language Arts and the Everyday Math program in Mathematics in 2004. Since then, our teachers have had extensive training in both programs and utilize the workshop model in all subject areas.

We strongly believe that the arts should be an important part of a school's academic program and are working with Studio in a School to provide an enriched Arts program starting in February 2010. 3<sup>rd</sup> Street Music School provides off site music lessons to all of our lower grade students. Our full list of partners includes: Studio in a School, 3rd Street Music School, Teachers College Reading and Writing Project, New York University (NYU), NYU America Reads and Counts, Metropolitan College, PENCIL Partnership Program, Big Brothers and Big Sisters, Boys and Girls Project, New York Cares, Junior Achievement, Holland and Knight, Reading is Fundamental Program and Drop Everything and Read (DEAR).

Visitors to PS 19 often comment on the extent to which the students are engaged with their work. We are particularly proud of our school's warm and sociable tone and productive learning environment.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 019 Asher Levy								
<b>District:</b>	1	<b>DBN:</b>	01M019	<b>School BEDS Code:</b>	310100010019				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	13	28	33		91.5	91.5	TBD		
Kindergarten	37	46	44	<b>Student Stability - % of Enrollment:</b>					
Grade 1	45	43	56	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	52	47	44		94.2	93.0	TBD		
Grade 3	47	48	48	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	61	48	48	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	57	68	47		61.5	61.5	61.5		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	0	0	0		8	0	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		6	4	6		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	0	5	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Total	312	338	325		6	4	6		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	24	19	15	Principal Suspensions	2	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	10	11	Superintendent Suspensions	3	1	TBD		
Number all others	39	34	38	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>									
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
CTE Program Participants	0	0	0	Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>	<b>English Language Learners (ELL) Enrollment:</b>								
<i>(BESIS Survey)</i>	<i>(BESIS Survey)</i>								
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# receiving ESL services only	32	37	32	Number of Teachers	25	29	31		

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	3	3	Number of Administrators and Other Professionals	5	5	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.0	72.4	77.4
				% more than 5 years teaching anywhere	52.0	44.8	51.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	92.0	86.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	65.1	71.2	70.2
American Indian or Alaska Native	1.9	0.9	1.5				
Black or African American	22.4	21.3	25.5				
Hispanic or Latino	58.3	58.9	45.8				
Asian or Native Hawaiian/Other Pacific Isl.	11.2	12.4	12.0				
White	6.1	6.5	9.8				
<b>Male</b>	50.3	47.9	48.0				
<b>Female</b>	49.7	52.1	52.0				

**2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10	
	√	√	√	√	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:
√	
<b>Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:</b>	
√	In Good Standing (IGS)
	School in Need of Improvement (SINI) – Year 1
	School in Need of Improvement (SINI) – Year 2
	NCLB Corrective Action (CA) – Year 1
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)
	NCLB Restructuring – Year ____
	School Requiring Academic Progress (SRAP) – Year ____

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**Individual Subject/Area Ratings:**

**Elementary/Middle Level**

ELA: IGS  
 Math: IGS  
 Science: IGS

**Secondary Level**

ELA:  
 Math:  
 Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	4	4	2	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade:</b>	TBD	<b>Overall Evaluation:</b>	TBD
<b>Overall Score:</b>	TBD	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	TBD
School Environment: <i>(Comprises 15% of the Overall Score)</i>	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance: <i>(Comprises 25% of the Overall Score)</i>	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit:	TBD	Quality Statement 5: Monitor and Revise	TBD

**KEY: AYP STATUS**

√ = Made AYP  
 √<sup>SH</sup> = Made AYP Using Safe Harbor Target  
 X = Did Not Make AYP  
 - = Insufficient Number of Students to Determine AYP Status

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped  
 ► = Underdeveloped with Proficient Features  
 √ = Proficient  
 W = Well Developed  
 ◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Trends:

- In the Fall of 2009, the NYSTP provided student level item analyses for the 2008-09 Math and ELA exams. These data indicate that 96% of our 4<sup>th</sup> grade students are obtaining partial credit on constructed response items involving writing in response to listening and reading.
- Data on lower grade ELA performance in Assessment Pro (software provided by Teachers College Reading and Writing Program) indicates the percentage of our lower grade students who are meeting the benchmark for independent reading in September 09 is lower than we estimated.
- During the 2008-09 school year, the overall rate of attendance was 91.7. Year to date attendance monitoring in ARIS reveals that 5 out of 7 grades have YTD attendance rates under 95%.

Accomplishments:

- Most notably, our ELA scores in 2008-09 rose to 75.7% at levels 3 and 4 from 56.8% in 2007-08. Math scores rose to 89.9% from 78.8% in 2007-08.
- We are very proud of our success in closing the gap for minority students and our overall improvement of instruction for the entire school. We are in our sixth year of implementing the Teacher's College Reading and Writing Project and Everyday Math Curricula, the delivery of which becomes more sophisticated every year.
- The implementation of the balanced literacy approach provides a framework for consistency across grades, common language and cohesive professional development.
- Our staff plans collaboratively. Each grade meets at least once a week to discuss curriculum and plan together. This empowers our teachers, cultivates teacher leaders and fosters a collegial environment among the staff.

- The teachers are supported by the administration, literacy and math coaches and staff developers from Teachers' College and AUSSIE. The support includes modeling lessons, inter-visitations, articulation and planning conferences.
- Our School Wide Book Club program builds community and promotes the love of good literature from PK-grade 5.

#### Barriers

- Our greatest barrier to continuous improvement is cultivating individual (student) responsibility for learning and student meta-cognition. This is required for students to set effective learning goals and reflect on their learning.
- Our attendance rate has increased from 2005-2006 but has remained static from 2006-2008 at 91.5%. Our students will demonstrate their maximum potential when the attendance rate is 92.3% or better.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **1) Improve performance on 2009-10 NYS ELA exams in grades 3-5.**

Increase the median student proficiency score in ELA from 3.27 to 3.35 on the Progress Report for SY 2009-10. Examination of the student scores from 2008-09 reveals systematic gaps on the constructed response section of the ELA exam, which will be the topic of this year's inquiry. The taught ELA curriculum, student performance and teacher practice will be examined.

### **2) Increase the number of students achieving their independent reading level benchmark in grades K-2 by June 2010.**

Increase the number of students reaching their independent reading level benchmark in June by 10% in grades K-2. The use of Assessment Pro software will make all staff more aware of student progress and lack thereof in the lower grades. This data will be used to address struggling students and any systematic barriers to student progress more quickly.

### **3) Improve student performance in science as indicated on the New York State 4th Grade Science exam in April, 2010.**

Increase the number of 4th grade students achieving a level 3 or 4 in the New York State Science exam by 5%

### **4) Improve student attendance by June 30, 2010.**

Increase student attendance rate from 91.7 to 92.3 during the 2009-10 school year. Grade, ethnic and ethnicity sub-group trends will be analyzed and new procedures will be put in place to encourage daily attendance. Monthly attendance data will be monitored closely.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA Grades 3-5

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our ELA scores increased significantly between 2008 and 2009 (from 56.8% at grade level in 08 to 75.7% at grade level in 09). In order to maintain this positive trend, and after analyzing state test results with the data specialist, classroom teachers and Literacy coach, we concluded that we must: <b>Improve performance on 2009-10 NYS ELA exams in grades 3-5.</b> Specifically, increase the median student proficiency score in ELA from 3.27 to 3.35 on the Progress Report for SY 2009-10.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Operational Strategies</b> Choice of Teachers College ELA curricula and instructional strategies to increase student engagement and meet the needs of a diverse group of students through differentiated instruction Weekly shared professional grade level meeting Teachers develop, apply and monitor instructional strategies Daily common prep for each grade Alternative teacher assessment to build teacher capacity (Teacher Performance Review) Periodic distribution of professional literature to address identified needs Open access to technology lab during the school day for teachers to analyze performance data and do other research with the assistance of the academic data specialist Selection of grade level leaders to support collaboration among the teachers and hold one another accountable for student progress across the grade Inquiry team structure will include all classroom teachers and 90% of our staff The inquiry team will be used to thoughtfully design goals to leverage changes in classroom practice</p> <p><b>Instructional Strategies</b> Establish individual and group goals in independent reading for students by the end of September <a href="#">Provide strategies that will help students produce more sophisticated oral language</a> teachers administer running records to collect reading data</p>

	<p>Teachers develop, apply and monitor instructional strategies  Teachers use data from classroom assessments to inform student groups for differentiated instruction  <a href="#">Literacy coach works daily with teachers to</a> refine the use of the following:  <ul style="list-style-type: none"> <li>Strategy groups</li> <li>Guided reading instruction</li> <li>Word study</li> <li>Shared reading</li> <li>Strategy groups</li> <li><a href="#">Reading workshop turn and talk</a></li> <li><a href="#">Reading workshop think aloud</a></li> </ul> </p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing</b>  <a href="#">Academic data specialist, literacy cluster, literacy coach, AUSSIE Educational Consultant, TC educational consultant, grades 3-5 grade AIS teacher (part time)</a></p> <p><b>Funding</b>  <a href="#">OTPS provides funding for the following:</a>  <a href="#">Teachers College Curriculum and Staff Development</a>  <a href="#">AUSSIE Educational Consultant</a>  <a href="#">5% Title One Set Aside for Highly Qualified Teachers</a>  <a href="#">5% Set Aside to Improve Teacher Quality</a></p> <p><b>Teacher Per Session</b> provides funding for the following:  After school program that focuses on academic intervention in grades 2-5  Inquiry Team meetings</p> <p><b>Title One</b> funds in whole or in part:  Academic data specialist  1<sup>st</sup> and 2<sup>nd</sup> grade teaching position  After school programs  Literacy and AUSSIE coach</p> <p><b>Scheduling</b>  <a href="#">TC staff developer works with staff and literacy coach bi-monthly to provided targeted professional development in the following areas:</a>  <ul style="list-style-type: none"> <li>90 minute literacy block</li> <li>2<sup>nd</sup> Period Push In</li> <li>Extended day</li> <li>AIS 3-5</li> </ul> </p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

The [median student proficiency score in ELA](#) is [3.35](#) or greater on the Progress Report for SY 2009-10 ~~Set the measurable target that will define whether you have met your goal.~~

- Predictive Periodic Assessment data reflects increasing mean student proficiency score (annual)
- Classroom assessments improve accordingly (ongoing)
- Progress of students against grade level benchmarks improves accordingly (quarterly)
- Conference notes (daily, ongoing)

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** ELA Grades K-2

<p><b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our ELA scores increased significantly between 2008 and 2009 (from 56.8% at grade level in 08 to 75.7% at grade level in 09). Improving ELA performance in the lower grades will be necessary In order to maintain this positive trend school-wide over time. Using TC Assessment Pro to track independent reading levels in the lower grades, we plan to:</p> <p><b>Increase the number of students achieving their independent reading level benchmark in grades K-2.</b> Specifically, increase the number of students reaching their independent reading level benchmark in June by 10% in grades K-2</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Operational Strategies</b>          Choice of Teachers College ELA curricula and instructional strategies to increase student engagement and meet the needs of a diverse group of students through differentiated instruction          Alternative teacher assessment to build teacher capacity (Teacher Performance Review)          Open access to technology lab during the school day for teachers to analyze performance data and do other research with the assistance of the academic data specialist          Weekly shared professional grade level meeting          Daily common prep for each grade          Periodic distribution of professional literature to address identified needs          Selection of grade level leaders to support collaboration among the teachers and hold one another accountable for student progress across the grade          Inquiry team structure will include all classroom teachers and 90% of our staff. The inquiry team will be used to thoughtfully design goals to leverage changes in classroom practice</p> <p><b>Instructional Strategies</b>          Establish individual and group goals in independent reading for students by the end of September          Teachers administer running records to collect reading data          Teachers develop, apply and monitor instructional strategies          Teachers use data from classroom assessments to inform student groups for differentiated instruction          Strategy groups          Guided reading instruction          Word study          Shared reading          Strategy groups          Read aloud</p>

	<p><a href="#">Turn and talk</a>  <a href="#">Think aloud</a>  <a href="#">Provide strategies that will help students produce more sophisticated oral language</a>  <a href="#">Literacy coach works daily with teachers to reach these goals</a></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing</b>  <a href="#">Academic data specialist, literacy cluster, literacy coach, AUSSIE educational consultant, TC educational consultant, K-2 AIS teacher</a> (part time)</p> <p><b>Funding</b>  <a href="#">OTPS</a> provides funding for the following:      Leveled libraries  <a href="#">Teachers College curriculum</a>, in house <a href="#">staff development</a> and calendar days      Substitute teachers are paid to enable staff to attend calendar days which align with their professional instructional needs  <a href="#">AUSSIE educational consultant</a>  <a href="#">5% Title One Set Aside for highly qualified teachers</a>  <a href="#">5% Set Aside to improve teacher quality</a></p> <p><b>Teacher Per Session</b> <a href="#">provides funding for the following:</a>      After school program that focuses on academic intervention in grade 2      Inquiry Team meetings</p> <p><b>Scheduling Strategies</b>      The following portions of the school schedule are used to provide support and differentiated instruction for students who are not meeting their annual and interim academic goals and accelerate their progress:      90 minute literacy block      Extended day      AIS K-2</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The number of K-2 students reaching their independent reading level benchmark in June 2010 will be at least 10% greater than the number in September 2009  Completed interim student data is available on TC Assessment Pro (4 times per year)  Differentiated instruction is evident in instruction on a regular basis (daily and ongoing)  Teachers participate in action research and have adapted instruction in response to findings  Conference notes, guided reading planning documentation are in place (monthly)  Student and teacher goal setting drive instruction (monthly)</p>
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**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Science Grade 4

<p><b>Annual Goal 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We analyzed NYS science test results and 4<sup>th</sup> grade classroom student data for science in conjunction with the Science teacher and 3<sup>rd</sup> and 4<sup>th</sup> grade classroom teachers, in order to formulate a plan to maintain the positive trend in NYS science scores. We plan to use small group instruction in Science in order to:  <b>Improve student performance in science as indicated on the New York State 4<sup>th</sup> Grade Science exam.</b> Specifically, increase the number of 4<sup>th</sup> grade students achieving a level 3 or 4 in the New York State Science exam by 5%</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Operational Strategies</b>  Structured professional collaboration with classroom teachers  Schedule science teacher as 4<sup>th</sup> grade push in  Extended day small group instruction  Alternative teacher assessment to build teacher capacity (Teacher Performance Review)  Schedule science cluster to allow for small group instruction</p> <p><b>Instructional Strategies</b>  Small group instruction during extended day and 2<sup>nd</sup> period push in  Professional development for classroom teachers on using Foss kits and other hands on science activities  Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall</p>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

[Resources](#)

**Staffing**

Science cluster  
Academic intervention science teacher (part time)  
Literacy coach to support word study

**Funding**

[OTPS provides funding for the following:](#)

Core curriculum - Harcourt science series and Foss kits  
Trade books with science themes

**Per session** provides funding for the following:

After school science club  
Science intervention

**Scheduling**

After school science club  
After school science intervention

**Budget**

**Staffing**

Science teacher  
Literacy coach

**Funding**

[OTPS provides funding for the following:](#)

Foss kits  
Science text and trade books

**Teacher Per Session** [provides funding for the following:](#)

After school science club  
After school test sophistication program

**Scheduling**

**Scheduling Strategies**

4<sup>th</sup> grade students are provided instruction 3 times a week with science cluster  
Extended day small group instruction  
2<sup>nd</sup> period push in to grade 4

	<p>Small group instruction periods for science          After school science club          After school science intervention</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The number of 4<sup>th</sup> grade students achieving a level 3 or 4 in the New York State Science exam increases by 5%</p> <p>Interim classroom science assessments reflect student progress (monthly)          Word study is embedded in science instruction (weekly)          Science word walls reflects units of study (monthly)          All students set and achieve individual goals in science (monthly)</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):**                     **All Subject Areas**                    

<p><b>Annual Goal 4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order for students to learn and improve their academic performance, they must have excellent attendance. We have attempted to improve our attendance in prior years but these efforts have been only marginally successful. Thus we have decided to make attendance a priority goal for the 2009-10 school year.</p> <p><b>Improve student attendance.</b> Specifically, increase student attendance rate from 91.7 to 92.3 during the 2009-10 school year.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Operational Strategies</b>  Administration focuses on the importance of attendance as the foundation for the development of a whole school professional learning community  Teachers recognize that attendance is part of their professional responsibility  Students recognize that attendance is a critical component of their commitment to academic success  Analyze attendance patterns  The parent coordinator gives attendance certificates to students with perfect attendance  Monthly student incentives</p> <p><b>Instructional Strategies</b>  Teachers confer with students  Teachers receive training in ARIS by the data specialist  Parents receive training in ARIS by the data specialist twice a week to enable them to monitor their child/children's academic achievement, attendance and biographical data</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: right;"><u><a href="#">Resources</a></u></p> <p><b>Staffing</b>  Supervising school aide who monitors attendance, school aides, attendance team (principal, guidance counselor, social worker, attendance teacher)</p> <p><b>Funding</b>  <u><a href="#">OTPS provides funding for the following:</a></u>  Attendance incentives  Supplies for school wide display of attendance graph  Reward certificates</p> <p><b>Scheduling</b>  ATS – attendance team monitors attendance daily in ATS  ARIS – classroom teachers monitor attendance periodically  Monthly student and class recognition of perfect attendance  Daily school wide reminders on the PA system about the importance of attendance</p> <p style="text-align: center;"><b>Budget</b></p> <p><b>Staffing</b>  Supervising school aide who monitors attendance, school aides, attendance team (principal, guidance counselor, social worker, attendance teacher)</p> <p><b>Funding</b>  <u><a href="#">OTPS provides funding for the following:</a></u></p>

	<p>Attendance incentives Supplies for school wide display of attendance graph Reward certificates</p> <p style="text-align: center;"><b>Scheduling</b></p> <p><b>Scheduling Strategies</b></p> <p>Each grade is assigned a school aide who will monitor attendance and reach out to families Bi-monthly meetings with attendance team Monthly student and class recognition of perfect attendance Daily school wide reminders of importance of attendance Display monthly attendance data on bulletin boards for the purpose of celebrating 100% attendance among students Daily phone call to parent/guardian each time a student is absent Develop plan for recidivists After 3 absences the following steps are taken: Letter to the parent A home visit by the attendance teacher When the parent is notified by a school official a 407 form is completed When school efforts cannot resolve student absence it is forwarded to the attendance teacher otherwise all school issues go through the supervising school aide The assistant principal signs all closed 407 forms</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student attendance rate increases from 91.7 to 92.3 during the 2009-10 school year Final attendance report in 2009-10 Progress Report shows at least a 92.3% attendance rate NYCDOE website used to monitor attendance: <a href="http://schools.nyc.gov/aboutus/data/attendance">http://schools.nyc.gov/aboutus/data/attendance</a> (weekly) ARIS Comparing Populations on Attendance Report (monthly)</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	6	6	N/A	N/A	1	3	4	0
1	8	7	N/A	N/A	1	2	4	0
2	5	7	N/A	N/A	0	2	3	0
3	11	10	N/A	N/A	0	0	6	6
4	10	13	12	10	0	2	6	6
5	14	12	0	10	3	2	5	8
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Small group work is conducted during our extended day (8-8:30AM) and during our 2<sup>nd</sup> period skills period, when cluster teachers, out of classroom and AIS teachers push in to assist classroom teachers. AIS teachers (only) pull out students in small groups at other times during the day.</li> <li>• Grades 3-5 are using materials from Acuity and Kaplan Learning Services to focus AIS on NYS learning standards that students need additional help to master.</li> <li>• Guided Reading Strategy groups are used in all grades.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Small group work is conducted during our extended day (8-8:30AM) and during our 2<sup>nd</sup> period skills period, when cluster teachers, out of classroom and AIS teachers push in to assist classroom teachers. AIS teachers (only) pull out students in small groups at other times during the day.</li> <li>• <i>Count Me In Too!</i>, a Math program that focuses on student's grasp of Math concepts, is used in all grades. Everyday Math games are used to address the concepts that students have not learned, as identified through Acuity and <i>Count Me In Too!</i></li> <li>• Everyday Math Games are emphasized.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Small group instruction in 4th period during extended day and 2nd period push in by the Science teacher</li> <li>• Professional development for classroom teachers on using Foss kits and other hands on science activities</li> <li>• Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall</li> <li>• Test sophistication PD in science for 4<sup>th</sup> grade classroom teachers</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Small group instruction, push-in support from push in and SETSS teacher and test sophistication for 5<sup>th</sup> grade students.</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Our part time guidance counselor works predominantly with students who have mandated counseling on their IEPs.</li> <li>• Participates in Pupil Personnel Team Meetings</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Participates in Pupil Personnel Team Meetings</li> <li>• Provides Crisis Intervention as needed</li> <li>• Referral to outside agencies and consultation with mental health agencies and teachers.</li> <li>• Daily support given to IEP students with severe behavioral challenges.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Social worker works with non-mandated, at risk students.</li> <li>• Participates in Pupil Personnel Team Meetings</li> <li>• Provides individual counseling with students, outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• A full time Board of Health nurse is on site (and shared with the middle school in the building) to monitor health needs. Workshops for asthmatic students are provided. Support for parents and appropriate referrals (eyes, ears, dental) are provided.</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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**SEE BELOW:  
LAP WORKSHEET AND LAP NARRATIVE**

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>type here</b>	School <b>type here</b>
Principal <b>type here</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
Teacher/Subject Area <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	SAF <b>Rose Marie Mills</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the

### ELLs by Subgroups

native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
<b>Dual Language</b> <small>(50%:50%)</small>										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
<b>All ELLs</b>		<b>Newcomers (ELLs receiving service 0–3 years)</b>		<b>Special Education</b>
<b>SIFE</b>		<b>ELLs receiving service 4–6 years</b>		<b>Long-Term (completed 6 years)</b>

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 special education.

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_

### 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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Spanish										
Chinese										
Russian										0
Korean										
Haitian Creole										
French										
Other										
<b>TOTAL</b>										
Punjabi										
Polish										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information										
<b>TOTAL</b>	<b>0</b>									

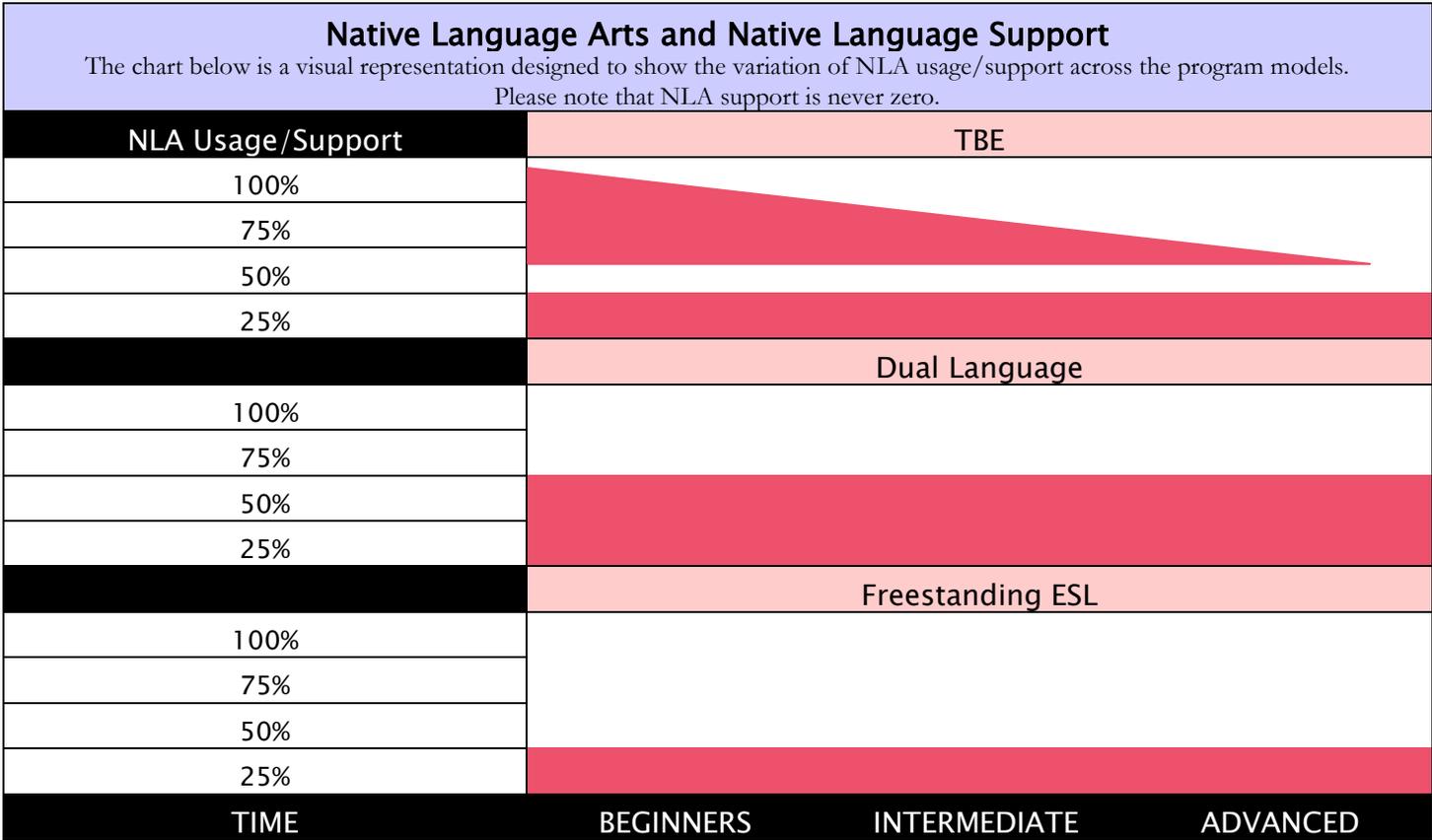
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>	Program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade level]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?		
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>	[Redacted]		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for Long-Term ELLs (completed 6 years).

e. Describe your plan for ELLs identified as having special needs.



## Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

## Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

## Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)										0
Intermediate(I)										0
Advanced (A)										0
Total	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B									
	I									
	A									
	P									
READING / WRITING	B									
	I									
	A									
	P									

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

# Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
NA	Assistant Principal		
Marivette Rivera	Parent Coordinator		
Esperanza Rosales	ESL Teacher		
Laura Solano	Parent		
Esmehan Succar/gr 5	Teacher/Subject Area		
	Teacher/Subject Area		
Corinne Nieves/Lit	Coach		
Paulene Kibble/Math	Coach		
Kira McCune	Guidance Counselor		
Rose Marie Mills	School Achievement Facilitator		
Sandra Litrico	Network Leader		
	Other		
	Other		

## Signatures

School Principal  
Jacqueline Flanagan

Date

Community Superintendent

Date

## LAP NARRATIVE – 2009-10

### ***ELL Identification Process***

Rev. 10/7/09

Describe how you identify ELLs in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the HLIS which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all these program choices (TB, DL, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

English Language Learner (ELL) students are identified upon entering the New York City school system through completed Home Language Identification Surveys (HLS), which are translated in the parent's native languages when needed. Completion of HLS is overseen by our certified ESL teacher, and at this time parents are informed of their options regarding ELL programs available in NYC Schools. Within 10 days of initial enrollment and based on the information provided by the parent, the ESL teacher identifies those students who are required to take the Language Assessment Battery test (LAB-R), which determines English language proficiency as well as ELL eligibility, and corresponding ELL placement for the child. English Language Learners who are already in the New York City school system are identified and grouped according to their NYSESLAT score. The NYSESLAT is the New York State English as a Second Language Achievement Test, which is administered to all English Language Learners in the spring, which determines future placement and services for all English Language Learners. Language Learners who are already in the New York City school system are identified and grouped according to their NYSESLAT score.

Once the ELL students have been identified, the ESL teacher notifies the parents that their child was administered the LAB-R. If the student is eligible for ELL services a parent orientation is provided to all parents of the new students. The parent orientation is ongoing for parents of newly enrolled ELLs. The parents watch a video in their native language explaining the different types of programs available citywide. They also receive a brochure in their native language explaining the various options available for English Language Learners. Objectives, materials, standards and assessments of the ESL program are shared with the parents during the workshop. If parents request information on a program not offered at PS 19, information and options are provided about their choice of program. The majority of parents request Freestanding ESL as a program choice. Their preference is to have their child remain in a mainstream classroom with additional support in balanced literacy, mathematics, science and social studies in a pull-out Freestanding ESL class. Other choices are not available at P.S. 19 as there are not enough students in each grade to warrant a bilingual class according to mandated laws. Based on parental choices, students are then placed in our ESL program. Students that are identified as beginning and intermediate ELLs by the LAB-R and the NYSESLAT receive two periods of ESL instruction a day, and students identified as advanced receive one period of ESL instruction a day along with one period of English language arts instruction as per CR Part 154 regulations.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is TBE as per CR Part 154.)

Since the completion of the HLIS is overseen by our ESL teacher, she is able to determine who will need to be administered the LAB-R, and explains this process to the parents. Throughout this process she remains in contact with parents and keeps them abreast of any upcoming meetings. If the parents are not able to attend the initial meeting, they are offered times to come in for an individual conference with the ESL teacher. The ESL teacher maintains a close working relationship with all classroom teachers and will send subsequent letters and notices directly to parents or guardians.

4. Describe the criteria used and the procedures followed to place indentified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After reviewing their options and different programs offered in NYC, the majority of parents request that their child be placed in an ESL program. For those parents speaking Spanish, the ESL teacher is able to communicate all the information in their Native language as well as provide brochures and additional information in Spanish. Brochures and videos are now available in many additional languages, for parents to understand the choices they are making about their child's education. Translators for several other languages are also available within our school staff.

5. After reviewing the Parent Survey and Program Selection for the past few years, what is the trend in program choices that parents have requested.

In the past few years according to the Parent Survey and Program Selection, the trend in program choice is between 90 and 98% for English as a Second Language.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Last year, 92% of parents request Freestanding ESL as a program choice. Their preference is to have their child remain in a mainstream classroom with additional support in balanced literacy, mathematics, science and social studies in a pull-out Freestanding ESL class. Parents who requested other program types, were referred to schools with dual language programs in CSD 1 or to the Student Placement Office to pursue programs in other parts of the city.

The ESL teacher tabulates parent requests for ELL program choices. The growing desire for TBE programs across the city is not noted among our parent population.

### ***Programming and Scheduling Information***

1. How is Instruction delivered?

- A. What are the organizational models (eg. Departmentalized, Push-In Co-Teaching), Pull-Out, Collaborative, Self-Contained)?

P.S. 19's ESL program is a pull-out program for students in Kindergarten through 5<sup>th</sup> grades. There is one ESL teacher who has six periods available for ESL instruction. When possible, the ESL teacher will push-in to other classes to provide individualized support for the student in their mainstream classroom.

- B. What are the program models (eg. Block (class travels together as a group); Ungraded (all students regardless of grade are in one class); Heterogeneous (mixed proficiency level); Homogenous (proficiency level is the same in one class)?

For the most part, the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. In some instances, there are mixed grade levels among the proficiency levels depending on the student's proficiency.

The students in the ESL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes, Students with Interrupted Formal Education, and students who receive an extension of services. Students that are identified as beginning and intermediate ELLs by the LAB-R and the NYSESLAT receive two periods of ESL instruction a day. Students identified as advanced receive one period of ESL instruction a day along with one period of English language arts instruction.

Many factors are considered when grouping the students, including language proficiency, age, academic needs and class curriculum. Students receive either one or two periods of ESL instruction daily as per their LAB-R or NYSESLAT score. The ESL teacher provides six periods of instruction daily; the size of the classes ranges from four students to ten students, allowing the ESL teacher to address the students' diverse learning styles and differentiate instruction.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- A. How are explicit ESL, ELA, and NLA instruction minutes delivered in each group model as per CR Part 154 (see table below)?

The ESL students are pulled out daily in order to meet their mandates. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, shared reading and guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (drawing conclusions, sequencing, cause and effect), which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL curriculum depends on what the classroom teachers are teaching in their classroom; if the classroom teacher is providing science instruction at the time that the ESL teacher is pulling out their ESL students, then the ESL teacher will also provide science instruction keeping in mind the needs of the students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (i.e. drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading, guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL classroom is language rich where there are ample instructional materials, a full classroom library categorized by genre, games and materials to develop and strengthen the ELLs' needs.

4. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.

We do not have any SIFE students at PS 19.

- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Students who have been in US schools less than three years receive instruction based on their needs. The student receives instruction that is rich in language development which emphasizes phonics and reading strategies. If the student's proficiency level is Beginner or Intermediate, then they receive ESL instruction for two periods a day. In addition to the ESL instruction, the student also receives academic intervention such as the Wilson program and Read 180. In their mainstream classroom, the student receives additional support from instructors in the America Reads program. The ESL teacher works very closely with the student's classroom teacher and together develops scaffolding techniques to help enhance the student's learning. The ESL teacher will also help the ELLs familiarize themselves with the test components and use resources such as the Kaplan Test Prep guides.

- c. Describe your plan for ELLS receiving service 4 to 6 years.

Students receiving services from 4 to 6 years are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, and academic vocabulary development. As reflected by the NYSESLAT, many of these students need additional support in developing writing and/or reading strategies; therefore a strong focus is provided in these areas. Through small group instruction and one on one conferencing the ESL teacher works on developing academic English using reading and pre-reading activities and strategies such as prior knowledge, finding and understanding key vocabulary, text-to-self connections, main idea, retelling, and critical thinking. Similar work is done in order to develop strategies and skills to meet their academic writing needs.

- d. Describe your plan for Long-Term ELLs (completed 6 years).

Students who have been in NYC schools six or more years receive instruction based on their needs. Depending on their proficiency level, they receive instruction for either one or two periods. They will continue to receive academic intervention, if needed, such as Read 180 and Wilson. The ESL program is not only rich in developing language through phonics and reading instruction, but students also receive instruction in developing reading and writing strategies in all content areas.

- e. Describe your plan for ELLs identified as having special needs.

Students at P.S. 19 are considered for academic intervention services based on teacher recommendations, regardless of their ELL status. P.S. 19 serves six ELLs who are in self contained 12:1 or Collaborative Team Teaching (CTT) classes. The ESL teacher articulates with the special education classroom teacher who is regularly comparing each student's performance to the goal on each IEP. ESL students that receive services such as SETTS; in accordance with their IEP, the ESL teacher articulates with the SETTS teacher and the mainstream classroom teacher to determine the student's progress.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The ESL teacher works closely with all classroom teachers of ELLs and in order to stay abreast of what students are learning and what content areas they may need additional support in. Early morning group work is offered to ELLs, the main focus is on using science and social studies content areas to develop academic English. The ESL teacher works closely with cluster teachers, such as technology and science teachers to keep working on specific strategies and skills necessary for ELL success. The groups range from beginner students to long-term ELLs. Native language and transferring of content area knowledge is supported through the use of native language books, dictionaries, and computer software.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Higher order thinking skills for content area learning is used as part of the instructional approach. They do more challenging tasks (work with English idioms, exposure to different types of literature in various genres), and work on more sophisticated vocabulary and word work. The ESL teacher continues to work with these students even after they have achieved Proficiency levels on the NYSESLAT. The amount of time she devotes to each student after they have reached these levels varies by individual student. In addition, these students are given testing accommodations for two years, after they reach English proficiency.

When ELLs articulate to middle school, the ESL teacher holds individual meetings with parents of ELLs to discuss their middle school choice and continuation of ESL services if necessary. In addition, the ESL teacher speaks to parents and teachers of 5<sup>th</sup> grade ELLs in the Fall, when ELLs are applying to middle school and gives input on ELL middle school choices.

7. What new programs and improvements will be considered for the upcoming year?

ESL students are participating in the new schoolwide goal setting initiative. Students define goals for ELA, Math, Writing, Social Studies and Science. ESL teacher aligns her work with students to these goals.

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

No programs are being discontinued at this time.

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

The students in the ESL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes, and students who receive an extension of services. ESL students participate in an early morning programs which provide enrichment in reading, writing and mathematics and content areas. An ESL After-School program is offered three times a week for students in first through fifth grades to provide enrichment and individualized support for the students.

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language material; list ELL subgroup if necessary)?

The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (i.e. drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading, guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL classroom is language rich where there are ample instructional materials, a full classroom library categorized by genre, games and materials to develop and strengthen the ELLs' needs.

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

Native language support is provided through the use of native language dictionaries and software allowing students to access native language information to better comprehend content area concepts and materials.

## 12. Do required services support, and resources correspond to ELL's ages and grade levels?

Many factors are considered when grouping the students, including language proficiency, age, academic needs and class curriculum.

## 13. Include a description of activities in your school to assist newly ELL students before the beginning of the school year.

During the month of June, PS 19 provides an orientation to all parents of newly enrolled English Language Learners. During this orientation all school programs are discussed and parents are able to view a video that gives them information regarding the different ELL programs available. Objectives, materials, standards and assessments of the ESL program are shared with the parents during the orientation. Parents have an opportunity to meet the school principal, assistant principal, coaches and ESL teacher. The ESL students are also targeted to participate in the ESL Summer Enrichment Program provided by the region.

### *Professional Development and Support for School Staff*

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

P.S. 19 has one ESL teacher, Esperanza Rosales. She is qualified as a certified and appointed teacher with a Transitional B Certificate in English as a Second Language that will be valid through August 2010. Copies of her certification are on file at PS 19. Ms. Rosales attends workshops to stay current on new methodologies, laws and mandates and turnkeys the materials to the staff throughout the school year during faculty conferences to help develop a full and rich curriculum.

#### 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Many of our ELLs have tested out at this point and/or are at the advanced level, where the focus is on reading and writing strategies and developing academic vocabulary. Our ESL teacher works closely with classroom teachers and parents to provide guidance and assistance for the transition of ELLs into middle school. She maintains a close professional relationship with the middle school housed in our building and discusses any issues regarding a student's transition into middle school.

#### 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

During the school year, teachers will be trained so they can gain an understanding of how to differentiate instruction in their classroom and provide the needs of the ELL population. Topics will include: Nuts and Bolts – Types of ESL Programs, the Role of the ESL Teacher, and How ELLs are Identified; ELL Strategies for the Classroom Teacher; ESL Strategies in the Content Areas. Newly appointed teachers will be given 7 ½ hours of ELL professional development (10 hour for special education teachers) by the school's ESL teacher as mandated by the Jose P. Mandate. Presenters will include the ESL teacher, the Literacy coach, the Math coach, the Librarian, and the Academic Intervention Services team.

### *Parental Involvement*

#### 1. Describe parent involvement in your school, including parents of ELLs.

Parent involvement is crucial for ELLs to achieve proficiency in the English language. We work hard to be inclusive of all ELL families, and several workshops are held throughout the year to provide parents with assistance to ensure their

child's social and academic success. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings. Parent workshops, are held throughout the school year by the ESL teacher and the Literacy Coach providing reading and writing strategies for their children to use in school and at home.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We do not coordinate specific activities for our ELL parents with CBOs. However, the ESL teacher provides parents with information to guide them to native language resources at CBOs, such as the *ALBETAC Directory of Asian Community Based Organizations*, etc. The ESL teacher also provides native language information about parent teacher conferences and benefits of literacy and linguistic engagement.

3. How do you evaluate the needs of the parents?

We evaluate the needs of the parents from the HILS form completion which the ESL teacher oversees, and parent meetings.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities provide native language support for parents to help them find resources in the community, help navigate the school and the DOE, and provide information to make appropriate educational decisions.

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instruction plan? Please provide any quantitative data available to support your response.

In January of 2009 we began using Teachers College Assessment Pro software in conjunction with the Teachers College Student Profile. This assessment system provides disaggregated performance data, so that individual and group performance of ESL students can be studied. In addition, Assessment Pro provides individualized native language support letters home for parents, which provide information about helping students develop reading and writing skills.

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

Approximately 72% of students on all proficiency levels score higher on the Listening/Speaking portion of the NYSESLAT or LAB-R than on the Reading/Writing portion. As our results show (see below) ESL students achieve English proficiency in receptive language well before they achieve proficiency in expressive language. 54 % of students have reached the Proficiency level on the NYSESLAT in Listening and Speaking. 54% of students in grades three through five scored on an Advanced level in Reading and Writing.

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

Based on the assessment analysis, a focus of the ESL instruction will be on reading and writing. ESL classes will provide more scaffolding and smaller group instruction. Depending on the students' needs, classroom teachers will have to differentiate instruction and will be provided with support from the literacy and math coaches and instructional support specialists to ensure that all students' needs are met.

4. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?

We don't have enough data to compare tests taken in English and tests taken in a native language, since we had only 1 student who tested in their native language during the 2008-09 school year. However, this student performed well, scoring a 3 on both the Math and Social Studies tests.

Current data for grades 3 -5 were reviewed in English and Math. These students were tested during the 2007-2008 school year. The results are as follows:

**20 students in 3 – 5 grades took the ELA exam.**

- 1 students in 3<sup>rd</sup> grade received a Level 4
- 2 student in 3<sup>rd</sup> grade received a Level 3
- 2 student in 3<sup>rd</sup> grade received a Level 2
  
- 3 students in 4<sup>th</sup> grade received a Level 3
- 4 students in 4<sup>th</sup> grade received a Level 2
- 5 student in 5<sup>th</sup> grade received a Level 3
- 3 students in 5<sup>th</sup> grade received a Level 2

**21 students in 3- 5 grades took the state Mathematics exam**

- 1 students in 3<sup>rd</sup> grade received a Level 4
- 4 students in 3<sup>rd</sup> grade received a Level 3
- 2 students in 4<sup>th</sup> grade received a Level 4
- 5 students in 4<sup>th</sup> grade received a Level 3
- 2 students in 5<sup>th</sup> grade received a Level 4
- 5 student in 5<sup>th</sup> grade received a Level 3
- 1 students in 5<sup>th</sup> grade received a Level 2
- 1 students in 5<sup>th</sup> grade received a Level 1

Since P.S. 19 does not offer a bilingual program at this time, thus, El Sol, Spanish ELE and the Chinese reading tests are not given.

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The ELL Interim assessment was not given during 2008-09. Instead, the ESL teacher studies progress of ELLs on Acuity for grades 3-5, and progress on the Teachers College Student Profile for students in grades K-2. Each of these assessments is given more frequently than the ELL interim assessment.

When intervention is needed, ELLS are eligible for all AIS programs at PS 19. (See AIS Appendix 1).

- c. What is the school learning about ELLs from the Periodic Assessments? How is Native Language used?

We do not give the ELL periodic assessment. We use data from Acuity periodic assessments and NYSESLAT and Assessment Pro to study our ELL performance. The ESL teacher meets with the AIS teacher to review the results of these assessment every quarter.

5. Describe how you evaluate the success of your programs for ELLs.

We are pleased to see that the ELL students test performance is following the same positive trajectory as the school at large. For example, during SY 2008-09, ELLs scored level 4 on both ELA and Math exams for the first time. There was only 1 student who scored a level 1 on any standardized test, and this ELL also has an IEP. The average score for ELLs fell into the level 3 range for both Math and ELA.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

• **Form TIII – A (1)(a)**

**Grade Level(s) K-5                      Number of Students to be Served: 36                      LEP 36                      Non-LEP 282**

**Number of Teachers 33 total, 1 ESL teacher                      Other Staff (Specify)**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 19 is a K-5 school in the East Village of New York City attended by approximately 320 students. It offers a pull-out ESL program, which provides mandated services to English Language Learners in grades Kindergarten through 5<sup>th</sup> on a daily basis. All instruction is provided in English.

The students in the ESL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes, Students with Interrupted Formal Education, and students who receive an extension of services. Students that are identified as beginning and intermediate ELLs by the LAB-R and the NYSESLAT receive two periods of ESL instruction a day. Students identified as advanced receive one period of ESL instruction a day along with one period of English language arts instruction.

Eight of P.S. 19's ESL students participate in an early morning program which provides enrichment in reading, writing and mathematics. An ESL After-School program is offered three times a week for students in first through fifth grades to provide enrichment and individualized support for the students.

Using the LAB-R and NYSESLAT results, the number of students scoring at the **Beginner** level is as follows:

Kindergarten	1
1 <sup>st</sup> grade	3
2 <sup>nd</sup> grade	5
3 <sup>rd</sup> grade	1

**MAY 2009**

The number of students scoring at the **Intermediate** level is as follows:

Kindergarten	2
1 <sup>st</sup> grade	6
2 <sup>nd</sup> grade	4
3 <sup>rd</sup> grade	1
5 <sup>th</sup> grade	2

The number of students at the **Advanced** level is as follows:

Kindergarten	4
1 <sup>st</sup> grade	1
2 <sup>nd</sup> grade	3
3 <sup>rd</sup> grade	1
5 <sup>th</sup> grade	4

The number of student at the **Proficient** level is as follows:

1 <sup>st</sup> grade	1
2 <sup>nd</sup> grade	1
4 <sup>th</sup> grade	2
5 <sup>th</sup> grade	1

The students speak a variety of languages including Spanish, Chinese, Bengali, Albanian, Romanian, Korean, Portuguese, Bosnian, and Arabic. The total number of ELL students by grade is as follows:

Kindergarten:	5
1 <sup>st</sup> grade:	11
2 <sup>nd</sup> grade:	13
3 <sup>rd</sup> grade:	3
4 <sup>th</sup> grade:	2
5 <sup>th</sup> grade:	7

ELL students are identified throughout the school year upon admission into the schools. Parents are required to fill out a Home Language Identification Survey, which is translated in the parent's native languages. Based on the information provided by the parent, the ESL teacher identifies those students who are required to take the Language Assessment Battery test (LAB-R), which determines their ELL eligibility. English Language Learners who are already in the New York City school system will be identified and grouped according to their NYSESLAT score.

The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL classroom is language rich where there are ample instructional materials, a full classroom library categorized by genre, games and materials to develop and strengthen the ELL's needs.

Many factors are considered when grouping the students, including language proficiency, age, academic needs and class curriculum. Students receive either one or two periods of ESL instruction daily as per their LAB-R or NYSESLAT score. The ESL teacher provides four periods of instruction daily. The size of the classes range from four students to 10, allowing the ESL teacher to address the students' diverse learning styles and differentiate instruction. The ESL curriculum is depends on what the classroom teachers are teaching in their classroom; if the classroom teacher is providing science instruction at the time that the ESL teacher is pulling out their ESL students, then the ESL teacher will also provide science instruction keeping in mind the needs of the students.

During the 2009-2010 school year, P.S. 19 had one fully licensed ESL teacher.

P.S. 19 will utilize the Title III money by conducting an ESL After-School program for Beginner and Intermediate level English Language Learners in 1<sup>st</sup> through 5<sup>th</sup> grades. The group will meet on Tuesday, Wednesday and Thursday afternoons from 3:00 – 4:30. This instructional activity will begin Tuesday, September 25 and end on May 8. The ESL teacher will be the service provider on both days of this instructional activity. She is certified in ESL.

The focus of the ESL After-School program will be using photography as a medium of learning the English language. Students will study and enjoy famous photography to begin their background knowledge of this art. Through discussions, readings, and writings done by the students, the group will develop English skills in reading, writing, listening, and speaking. They will also develop the skill of photography by capturing photographs of the world around them and gain a sense of their community through the power of the lens. They will use the cameras to take pictures of the community around them, including school and their home. Once the students have captured these moments, they will write about them and share them with the class. It is anticipated that a photo gallery will be displayed in the school for the school community to enjoy.

The ESL After School program will begin with an introductory course to photography and cameras. Students will become familiar with the art of photography and the many uses of a camera. Digital cameras will be purchased with the money as well as a photograph printer so students can print and display their photographs throughout the school. Memory cards, photo paper, printer cartridges and books on photography will also be purchased. Rosetta Stone software will be used for newcomers to develop English skills which will be used to complete photography projects.

The students' success will be measured based on their ability to use a camera and their photographs to compile a picture dictionary, create captions for their photographs, create a photo gallery of their work, and create stories based on their photo gallery. It is anticipated that the students will become more proficient in literacy and will develop their language skills in reading, writing, speaking, and listening.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The ESL teacher attends workshops to stay current on new methodologies, laws and mandates and relates the materials to the staff to help develop a full and rich curriculum.

During the 2009-2010 school year, the ESL teacher will facilitate an ESL Teacher Study Group to plan a multi-cultural celebration for the students and parents. This event will take place during the second half the school year and will involve staff members, parents, and students. The multicultural event will consist of foods, music, clothing and other representations of the diverse cultures of our school, during the school day and after school so that all students and parents will have the opportunity to enjoy the celebration. Title III money will go towards professional salary for the members of the Teacher Study Group to plan the celebration.

The TSG will also study the Teachers College Reading and Writing curriculum and modify them according to the needs of the English Language Learners. Through this, the members of the Teacher Study Group will facilitate faculty meetings and discuss how modifications can be made to the reading and writing curriculum. Once the suggested modifications are made, the members of the study group will use these modifications for the reading, writing, science, math, and social studies curriculum along and distribute them to the staff at a faculty meeting. The members of the study group will present these modifications to the staff.

In the 2009-2010 school year, teachers will be trained so they can gain an understanding of how to differentiate instruction in their classroom and provide the needs of the ELL population. Topics will include: Nuts and Bolts – Types of ESL Programs, the Role of the ESL Teacher, and How ELLs are Identified; ELL Strategies for the Classroom Teacher; ESL Strategies in the Content Areas. Newly appointed teachers will be given 7 ½ hours of ELL professional development (10 hour for special education teachers) by the school’s ESL teacher as mandated by the Jose P. Mandate. As part of this professional development, staff will watch the video, F.A.T. City which shows the frustration, anxiety, and tension that children with learning disabilities face in their daily lives (FAT City web site).

**Form TIII – A (1)(b)**

**School: 01M019**

**BEDS Code: 310100010019**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$10476	210 hours of per session for ESL and General Ed teacher to support ELL Students: 210 hours x \$49.89 (current teacher per session rate with fringe) = \$10, 476.00)
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$0	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$2524	Digital Cameras for the Literacy through Photography program 2 x 120 = \$240 Photo paper, Chart paper, notebooks, journals \$ 590 English Vocabulary Card Readers 2 = \$ 854.00 Books on Tape (Fiction and Non-Fiction) 140 x 6 = \$840
<b>Educational Software (Object Code 199)</b>	\$1500	Rosetta Stone language development software packages for after school program
<b>Travel</b>		
<b>Other – Supplies for Parent Activities</b>	\$500	Food, supplies, consumables for parent meetings and workshops
<b>TOTAL</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Our methodology to assess written and oral interpretation needs is to study the school home language surveys. The information tells us how many families require communication in a language other than English.

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

We have four major foreign language needs groups: Spanish, Chinese, Bengali, and Albanian. Other languages that students and parents speak are Arabic, Korean, Portuguese, Bosnian, and Romanian. These findings have been discussed with the PTA and the parent coordinator. Our ESL teacher and parent coordinator are bilingual and handle much of the oral translation from English to Spanish.

#### **Part B: Strategies and Activities**

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

We rely on DOE translations of essential documents in many cases, such as letters to parents about summer school and flyers of upcoming events at the school. Our ESL teacher often uses [babelfish.yahoo.com](http://babelfish.yahoo.com) to produce quick written translation in a variety of languages. During the 2009-2010 school year, we plan to continue utilizing the newly formed Language Translation and Interpretation Unit to help us serve these populations.

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

Our parent coordinator, Principal as well as many of our school aides is bilingual in Spanish. They typically handle our oral translation needs in that language. Translators from the Translation and Interpretation Unit have been hired to help us serve the Chinese and Bengali population during Open School Nights and Parent/Teacher Conferences. During the 2009-2010 school year, we plan to continue utilizing these services.

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

We have many Spanish speakers in our school community who are able to provide oral and written translations in that language. Oral and written translation services for Bengali, Chinese and Albanian have typically been difficult to provide, however we have found the Language Translation and Interpretation Unit to be very helpful in serving these populations. In addition, we will refer to a list of translation and interpretation vendors supplied by the region.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	124,048	164,383	288,431.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1240.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1654.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6202.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8219.00	
6. Enter the anticipated 10% set-aside for Professional Development:	12,405.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		18,903	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
  - **Both** teachers were notified about their licensing issues and the Title One set aside.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### Parent Involvement Policy 2009-10 PS 19 - 01M019

PS 19 recognizes that effective parent involvement is necessary to make our vision possible. As a school-wide project Title One school, we are making every effort to be inclusive and bring the parent community into the Title One decision making process. Below are some of the specific techniques, strategies and activities that PS 19 utilizes to increase the amount and quality of parent involvement:

- Parent handbook is printed and distributed in September of each school year. This handbook explains school policies, procedures and outlines both parent and school responsibilities with regard to student achievement and behavior.
- Principal distributes monthly calendar to PS 19 families
- Each year, the School-Parent Compact is developed with the PTA and parent representatives
- Parents are recruited and encouraged to be part of PS 19’s School Leadership Team (SLT) and School Safety Committee
  - Parents have input in the development of the Title One budget
  - Parents and staff gather and respond to feedback on Title One Budget. This feedback may result in changes in the Title I budget priorities.

- Parents in collaboration with various SLT members develop parent sections of PS 19's Comprehensive Educational Plan
- Regularly scheduled PTA meetings are held
- PS 19 provides a workspace for PTA members
  - Provides a computer, printer and internet access to PTA and PS 19 families.
- The PTA and staff members provide workshops for to help parents understand the various curricula and help their children at home
- The principal designates a staff liaison to the PTA to facilitate communication between the staff and the PTA
- PTA members and school staff encourage PTA representation at Presidents' Council meetings and at CSD One and Title One Parent Committees
- The parent coordinator acts as a liaison between parents and school administration
- Our Parent Coordinator regularly attends District and citywide professional development to keep informed of matters important to parents
- The parent coordinator, PTA president and staff encourage parents to attend monthly CEC meetings
  - PTA members disseminate information from the CEC to the parent community
- A family worker assists Pre-K families as they enter our school community
- Training sessions through Learning Leaders are held to encourage parents to become volunteers at PS 19
- The principal holds Quarterly Title One Advisory Meetings with parents.
- The Parent Coordinator distributes Parent Satisfaction Surveys at Spring Open School to solicit feedback from parents
- PS 19 coordinates and facilitates increased communication between home and PS 19.
- Guidance Counselor and other staff facilitate and advocate for PS 19 students when they apply to Middle School

## **School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **School Parent Compact 2009-10**

**PS 19 Manhattan, in accordance with our policy to work cooperatively to provide an excellent education in a safe nurturing environment.**

#### **The School Agrees**

- to make parents feel welcomed in the school
- to maintain open lines of communication with parents to the extent possible, in the home language, regarding all aspects of their children's education and well being, including standards of academic performance, instructional programs, student achievement, promotion standards and health and safety issues, via
- regular school meetings scheduled at times that are sensitive to parents' needs
- a minimum of two parent-teacher conference annually
- frequent reports to parents and at least three formal reports to parents distributed school-wide
- distribution of student and school performance profiles and individual assessments
- reasonable access to staff
- opportunities for parents to volunteer and participate in classrooms and school activities
- to provide ongoing opportunities for parents and families to learn and become empowered
- to allocate a portion of Title 1 funds to support parental involvement

### **The Parent/Guardian Agrees**

- to maintain ongoing communication with the child's teacher and other staff regarding their child's progress
- to attend and actively participate in parent-teacher conferences and other meetings
- to regularly review their child's homework assignments, samples of class work and performance in all content areas
- to review with their children and support them in meeting standards of performance and in adhering to the school's code of safety and discipline.
- to share the responsibility for improved student performance
- to expose their children to positive learning experiences at home and outside of school and home
- participate, when possible, on school committees and teams and with the school district, toward school planning and decision making
- to participate, when possible, in opportunities toward personal growth and empowerment

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

#### **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

Public School 19 is located on First Avenue between East 11<sup>th</sup> and 12<sup>th</sup> Streets in the East Village of Manhattan. P.S. 19 was built in 1956 and is a well-kept, modern, two-story building. Our Pre-K to fifth grade school serves a population of approximately 330 students; the school population like the surrounding neighborhood, is ethnically diverse. P.S. 19 is a Title One School-Wide Project school. PS 19 is a central part of the community for many students and their families.

According to the latest available ethnic data, 9.8% of the students are White; 25.5% are Black or African American; 45.8% are Hispanic or Latino, and 13.5% are Asian or in other ethnic categories. Over 61% of the students attending P.S. 19 are eligible to receive free lunch. Our English Language Learners comprise approximately 9 % of our population. Our full and part time Special Education students comprise 20% of our population. Student attendance is at 91.5% this school year.

During SY 2009-10, PS 19 will house two (2) full day pre-k class, three (3) kindergarten classes, three (3) first grades, (included one grades 1 and 2 self contained special education class) two (2) second grades, two (2) third grades, three (3) fourth grades (including one grade 4/5 self contained special education class), and two (2) fifth grades. Of these classes, 3 are CTT, (grades K, 3 and 4) and the K CTT class is an ASD Nest class. There is a freestanding ESL program for grades K-5, which serves English Language Learners.

The student body is served by one (1) principal, one (1) assistant principal, 32 teachers, one (1) literacy coach, one (1) part time AUSSIE mathematics coach, one (1) academic intervention teacher, one (1) guidance counselor, (1) parent coordinator, four (4) paraprofessionals, one (1) secretary, one (1) safety officer, five (5) school aides. Of the teachers on staff, 96% are highly qualified.

**Literacy:**

In spring of 2009, the last year for which data is available, 75.7% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect an overall increase of 18.9% from the previous year. Overall, 70.6% of our students made at least one year of progress, and 84.8% of students in the lowest third made at least one year of progress.

**Mathematics:**

In spring of 2009, the last year for which data is available, 89.9% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect an overall increase of 11.1% from the previous year. Overall, 79.7% of our students made at least one year of progress, and 85.7% of students in the lowest third made at least one year of progress.

**Science:** In spring of 2009, the last year for which data is available, 91% of our grade 4 students scored in levels 3 and 4.

**Social Studies:** In spring of 2009, the last year for which data is available 78% of our grade 4 students scored in levels 3 and 4.

Our most recent School Report Card (2007-08) shows that PS 19's Title One accountability status for both elementary level English language arts and mathematics is in good standing. Disaggregation of these data indicate that Average Yearly Progress goals were reached for all students, as well as for both of our measurable sub-groups (Hispanic and low-income students). The principal's annual PPR goals were met in 2007-08, except for attendance, which remained the same. We feel that these data indicate the level of commitment that our staff has to each and every student who attends PS 19.

**Schoolwide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - For the last 4 school years we used early grade class size reduction funds from the state to decrease class size to below 20 in all K-3 classes. This year, we used Federal Early Grade Reduced Class Size funds to fund early grade intervention.
  - We used Contract For Excellence funds to reduce class size in grade 1.
  - We use period 2 as a skills and AIS period during which AIS, cluster and all out of classroom teachers push in to assist struggling students. These struggling students are identified by using a wide variety of data (Acuity, Aris, NYSESLAT, etc. This year we have a particular focus on mapping student progress towards mastery of NYS learning standards, and increasing volume and quality of student writing.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- At PS 19 we run an after school program entitled Academic Success. This program takes place 3 days per week for 1.5 hours each day. It serves third and fourth and fifth grade students who need academic assistance.
- When the UFT contract changed in February 06, our staff elected to tutor students for 37 1/2 minutes beginning at 8AM four days per week. This decision was based on the widely held assumption that morning tutoring would be of more value to our students than tutoring after school. We are pleased to note that our morning tutoring program has been well attended and effective. We plan to continue with this AM tutoring schedule in the 2009-10 school year.
- We use period 2 as a skills and AIS period during which AIS, cluster and all out of classroom teachers push in to assist struggling students. These struggling students are identified by using a wide variety of data (Acuity, Aris, NYSESLAT, etc. This year we have a particular focus on mapping student progress towards mastery of NYS learning standards and increasing the volume and quality of student writing.
  - Help provide an enriched and accelerated curriculum.
- Beginning in September 09, we opened an ASD Nest Kindergarten CTT class at PS 19. This class serves 4 high functioning students with Asperber's Syndrome and 8 high performing general education students. There is one special education teacher and one general education teacher who focuses on enriching the curricula for these students. Consultants from NYU work with the teachers to manage the students and provide enriched curricula.
- With guidance from the TC Reading and Writing Project, we have substantially increased the amount of books in each classroom library significantly.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- In an effort to integrate students with special needs, we now have 3 CTT classes (grades K, 3 and grade 4)
- We understand that students who have academic difficulties often have emotional problems as well. We have worked hard to combine the efforts of our AIS team and Pupil Personnel Team. PPT meetings include the AIS team members and this partnership has allowed us to service at risk students more effectively. Students recommended for AIS are discussed with the PPT and each student's academic and emotional well being is considered to the extent possible.

- Student support services are provided by our guidance counselor, school psychologist, social worker, the academic intervention team and the administration. We promote both academic and personal student interests by implementing the following activities:
  - √ Academic Success after school program
  - √ After School Art Club
  - √ Boys Project
  - √ Girls Project
  - √ Science Club
  - √ Penny Harvest
  - √ Leukemia Society – Pennies for Patients
  
- Effective partnerships with outside agencies and organizations include:
  - √ Holland & Knight Esqs. Volunteers from this organization read with our students on a weekly basis and students from P.S. 19 visit the law office twice a year. This organization sponsors 3 RIF free book distributions.
  - √ Third Street Music School provides support in instrumental, music, dance and after school arts activities.
  - √ The Chinatown Planning Council has an established Day Care Program from 3:00 p.m. to 6:00 p.m. at P.S. 19.
  - √ The Beacon Program housed at East Side Community High School provides an after school program for our students.
  - √ Prejudice Reduction Program.
  - √ Studio in a School – New in 2009-10
  - √ New York University (NYU) – part of ASD Nest Program
  - √ NYU America Reads and Counts – provide students teachers and observers
  - √ Metropolitan College - provide students teachers and observers
  - √ PENCIL Partnership Program
  - √ Big Brother and Sister – provide recreational club activities for PS 19 students
  - √ Boys and Girls Project Sister – provide recreational club activities for PS 19 students
  
  - √ New York Cares – help keep grounds and building attractive
  - √ Junior Achievement - provide recreational club activities for PS 19 students
  - √ Reading is Fundamental Program – funded by Holland and Knight. Esqs.
  - √ Drop Everything and Read (DEAR)
  
- Are consistent with and are designed to implement State and local improvement, if any.
- NA

**Instruction by highly qualified staff.**

- Currently, 94% of our staff is highly qualified.

**High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**

- Our ELA professional development efforts center around the school's involvement with the TC Reading and Writing Project. This professional development is primarily job-embedded, which makes it quite effective. TC consultants visit our teachers and classrooms and conduct lab sites to refine reading and writing pedagogy. In addition to this, our teachers, literacy coach, principal and assistant principal take turns attending monthly meetings at TC. The principal and Assistant Principal are involved in TC study groups as well. Our in-school professional development typically centers around combining TC curricula with NYS learning standards.
- Our Math consultant works with teachers conducting job embedded professional development as well as grade level meetings.
- Teachers and other staff attend professional development offered by out Empowerment Network in the areas of data, special education, collaborative team teaching and physical education.
- Our guidance counselor and school psychologist provide professional development about social-emotional issues, such as mandated reporting, bullying and techniques for dealing with anti-social behavior.
  - Our Literacy and Math consultants work with teachers on a constant, personalized basis.
  - Mentor teachers are assigned to work with new staff.
  - The 5% Title I set aside is available for teachers with licensing issues.

**Strategies to attract high-quality highly qualified teachers to high-need schools.**

- a) PS 19 is not a high needs school, however we have taken advantage of the DOE's new Open Market staffing function to collect a wide range of resumes to consider when filling vacancies.

**Strategies to increase parental involvement through means such as family literacy services.**

- Our parent coordinator conducts workshops on a range of topics including family literacy and mathematics. The ESL teacher provides workshops for parents on literacy skills and learning English at least two times during the year.

**Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

- b) We house our own Pre-K program at PS 19. A new class was added in Sept. 2007. We now have 2 pre-K classes, staffed by two teachers, two paraprofessionals and one family worker who assist the students as they transition to Kindergarten.

**Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

- c) We are focused on using Acuity to refine the use of data as it pertains to differentiating instruction. We address this goal by refining our AIS program and continuing to focus our staff on the development of data portfolios and other relevant student achievement data at regular (smaller) intervals. There is a particular focus on goal setting this year. Students are setting monthly goals and teachers meet with the principal, literacy coach and data specialist monthly to discuss progress toward these goals and to discuss any problems they are having reaching the goals.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

- Data from interim assessments is used to identify students who are not meeting achievement standards.
- Our AIS referral and PPT referral process identifies students who are not meeting the learning standards for their grade and who may have social and/or emotional problems which interfere with their academic performance.

**Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

- SWP School
- Violence Prevention Program
- Title I funds will support SWP for all students

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Not Applicable to PS 19**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

Not Applicable to PS 19

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

All SURRE schools must complete this appendix. **Not Applicable to PS 19**

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1. School Leadership Team delegates, in collaboration with staff representatives, Literacy Coach and AUSSIE consultant have reviewed the audit findings in relation to the schools ELA taught curriculum, resources within the school (materials), and ELL programs.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have made a concerted effort to align the TC Reading and Writing Curricula to the state standards. Examples of such efforts include:

1. Mapping TC Reading and Writing Units to the State Standards
2. Studying relationship between the TC Student Profile and the NYS learning standards
3. Changing the timing of TC units to more adequately address the State Standards issue
4. Using Acuity to map student results against the most commonly tested standards in grades 3-5 and
5. Increasing the amount of nonfiction read to align instruction to the NYS learning standards.
6. Many teachers site the manner in which the standards are written and presented as difficult to understand and relate to most ELA curricula.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1. A task force, including the AUSSIE consultant, Literacy Specialist, AIS Coordinator and lead teachers on each grade must be created to lead the professional development of teachers with regard to NYS ELA standards. The DOE could assist such an effort by publishing a user-friendlier version of the state standards for the schools.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2. AIS Coordinator, Literacy Coach and AUSSIE math consultant have reviewed the audit findings in relation to the schools Math taught curriculum, resources within the school (materials), and ELL programs. Our AUSSIE consultant is an excellent resource on this particular issue, as she is expert in both EDM and the NYS Learning Standards.
3. AUSSIE Math coach has created EDM unit checklists which align content in each EDM unit with NYS standards. Monthly topics are transferred to a year long checklist which lists the most relevant NYS standards for each grade over the year. Each classroom teacher then has a visual representation of NYS state standards met by each student throughout the year.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- In 2008-09, 89.9% of our students scored a 3 or 4 on the NYS Math assessment.
- The pacing calendar developed for the Everyday Mathematics program by the Aussie consultant identifies the New York State process and content standards. Through the workshop model, involving explicit mini lessons, small guided groups and small group/independent tasks, teachers address the process standards for the strands of problem solving, reasoning and proof, communication, connections and representations.
- The AUSSIE coach leads professional development which helps teachers record and respond to their students progress toward mastery of NYS Math Standards.
- Problem solving is key to supporting the development of conceptual understanding. Students are encouraged and advised to use manipulatives to explore and investigate different strategies of Mathematical concepts to enhance their critical thinking ability. Differentiated tasks are evident in every classroom to create an atmosphere that allows every student to learn and develop to their full academic potential.
- Extended Day small group instruction in response to class and individual data is used to develop content and process standards for students who require extra support.
- AIS in Math focuses on EDM games which help students internalize math concepts and develop a deeper understanding of math and its impact on the world around them.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

**2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

- Administrative observations, Quality Reviewer Observations from 2007, school walkthroughs, classroom inter-visitations and teacher initiated and generated professional development focuses have provided evidence for our findings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- One of the strengths of the TC Reading and Writing Curricula is its use of the workshop model and the subsequent increased engagement of students. Teachers may need to study the NYS ELA learning standards more closely, but students at PS 19 are highly engaged in their work.
- The workshop Model of instruction is evident in every classroom.
- This model features whole class, explicitly focused mini lessons; differentiated student workshop tasks; teachers conferring with individual students or instructing small guided groups.
- Students read independently, in shared and guided settings, using quality fiction and nonfiction text.
- There is increased opportunity for the development of oral language skills through teaching practices such as turn and talk.
- Words their Way word study program is used to build students' vocabulary, word recognition, spelling, and fluency skills
- Independent reading and writing are core practices used to build stamina, fluency, and creativity. Students are setting individualized goals for reading stamina.
- A wide range of student assessments tools are used to measure student performance against learning goals.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

AUSSIE math coach has spearheaded effort to increase the quality of mathematics instruction. Mathematics engagement and instruction were the key issues researched by the inquiry team during the 2007-8 school year. AUSSIE coach and inquiry team leader have discussed these issues and related findings of inquiry team at cabinet meetings, inquiry team meetings, grade level meetings and faculty meetings since then. As a result of these findings in 2007-08, the Principal, inquiry team, AIS coordinator and math coach developed a more detailed system for recording and working toward individual student goals in math; which are being implemented in 2009-10.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teachers are working to apply differentiation in response to 2009-10 emphasis on setting individual student goals and the use of differentiated instruction to reach these goals.
- Classroom visits, teacher observations and low incidence transcripts from inquiry team work in 2007-08 reflect a high level of engagement with math content
- The workshop structure of instruction is in place in every classroom. This model features whole class, explicitly focused mini lessons; differentiated student workshop tasks; teachers conferring with individual students or instructing small guided groups.
- Students are actively engaged at all times throughout the workshop as members of the whole class, small groups or individual tasks. All classroom instruction across the school is implemented according to the specific needs of students.
- Data from a range of sources is analyzed and used to inform instructional decisions, in line with benchmark standards for each grade level.
- Teachers are involved in ongoing professional development to refine their teaching practices in line with research based and best teaching practices. Such professional development includes; data exploration and application; extended math instruction; differentiation in the math classroom; conferring and deeper mathematics strategies.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principals' cabinet reviewed the The New York State School Report Card Accountability and Overview Report 2008-09, the latest year for which data is available.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- A review of our NYS School Profile for 2007-08, the latest year for which data is available, reports that we have a 14% teacher turnover rate for teacher with fewer than 5 years of experience and an overall turnover rate of 13%. We don't consider this rate excessively high, and in fact these numbers have decreased 17% and 10% respectively from the prior year. Our staff members enjoy working at PS 19 and when they leave it is typically because they are recent college graduates and tend to be mobile. In addition, our school is located in Manhattan where affordable housing is very scarce and hence staff members tend not to settle here.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We have one ELL teacher at PS 19 and she was asked to assess this particular question.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Our ELL teacher is kept apprised of professional development offered through the ISC and the network by group emails. The ELL teacher feels that she is able to attend professional development sessions when necessary. The two challenges she faces are as follows: there are often professional development opportunities that must be paid for, which is a struggle for PS 19 at this time, and it is difficult to take classroom teachers out of the school to attend PD sessions because of the cost and disruption of the school schedule associated with that.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- ELL teacher, data specialist, classroom teachers and the Literacy Consultant have viewed the audit findings in relation to the school's ELL monitoring and data have provided evidence in addressing this finding.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Classroom teachers of ELL students have been provided with the NYSESLAT data and the type of program and student level of needs. There is ongoing collaboration between the ELL teachers and classroom teachers in planning curriculum modifications to address ELL student needs in the classroom. Student profiles, conferring notes and anecdotal observations add support to summative data of student progress. Small group instruction in the classroom provides focused differentiated instruction for all students needs, including ELL students. Progress of ELL students was reviewed during the process of developing the LAP narrative for this document.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- A survey of general education and special education classroom teachers, cluster teachers, and related service providers was conducted to determine whether the findings enumerated in KEY FINDING 6: PROFESSIONAL DEVELOPMENT are applicable to our school.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Under the direction of the principal, SETSS teacher, IEP teacher and cluster teachers worked on creating index cards to summarize key goals for students with IEPs. Each IEP student's schedule was reviewed, and copies of IEPs were distributed to all relevant teachers. In addition, the index cards were copied and distributed in the same manner so that each teacher who works with an IEP student can easily keep their goals in mind. However, it would be helpful for the ISC to provide more training to general ed and cluster teachers who work with students with IEPs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- A survey of general education and special education classroom teachers, cluster teachers, and related service providers was conducted to determine whether the findings enumerated in KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITY) are applicable to our school.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The school psychologist has expertise in using behavioral plans and works closely with teachers to develop and execute behavioral plans for students with behavioral difficulties.
- Our new ASD NEST program allows us to have an additional part time occupational therapist and a behavioral consultant from NYU. This team meets weekly and reviews specific behavioral plans for ASD students.
- Teachers are familiar with student IEPs and frequently discuss academic progress with related service providers, and associated teaching staff.
- Teachers work in close collaboration with all related service providers, cluster teachers and administration staff to provide sufficient structure throughout the school day. Children are compliant within this consistent network of caring, but structured teachers.
- All teachers, including classroom teachers, cluster teachers, and related service providers have a current copy of each student's IEP specifying test accommodations and modifications. (See above)
- All test accommodations and modifications are reviewed for each specific student before any standardized testing or classroom testing and assessment by school administration, test administrators, and proctors. There is ample time provided for questions and clarification.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Temporary Housing:	2 students
Shelter:	5 students
Doubled Up:	12 students

2. Please describe the services you are planning to provide to the STH population.
  - STH students can enroll immediately
  - Receive free transportation
  - Receive free breakfast and lunch without completing an application (we are a universal feeding site)
  - Are eligible for any and all school activities
  - Get special education and at risk services immediately, including: individual counseling, group counseling, academic intervention, family/caregiver outreach and basic emergency supplies.

**Part B: FOR NON-TITLE I SCHOOLS**

**Not Applicable to PS 19**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network

