



**PS 19  
ASHER LEVY SCHOOL**

**2010-2011  
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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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 01M019      **SCHOOL NAME:** Asher Levy School

**SCHOOL ADDRESS:** 185 First Avenue

**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:** Milagros Parrales

**PRINCIPAL:** Jacqueline Flanagan

**UFT CHAPTER LEADER:** Dennis Gault

**PARENTS' ASSOCIATION PRESIDENT:** Monse Santana

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 1      **CHILDREN FIRST NETWORK (CFN):** CFN 406 - ESO

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	<b>*Principal or Designee</b>	
Dennis Gault	*UFT Chapter Chairperson or Designee	
Monse Santana	*PA/PTA President or Designated Co-President	
Jenny Reid	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diana Soltren	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Janice Gittens	SLT Member	
Yessenia Cores	SLT Member	
Njoki Williams	SLT Member	
Nicole Connolly	SLT Member	
Milly Parrales	Chairperson	
Robyn Pettway	SLT Member	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **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 its first Kindergarten CTT class, which is part of the citywide Autism Spectrum Disorder Nest Program (ASD NEST). There will be 2 ASD NEST classes in 2010-2011, one Kindergarten and one First Grade. These classes provide 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. Special Education students in these classes 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 and 2009-2010 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 (budget permitting) Studio in a School to provide an enriched Arts program starting in January 2011. 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, AUSSIE, New York University (NYU), NYU America Reads and Counts, Metropolitan College, PENCIL Partnership Program, Big Brothers and Big Sisters, New York Cares, Junior Achievement, Holland and Knight and the Reading is Fundamental Program.

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.

To summarize, our Vision Statement for 2010-2011 reads as follows:

**We act on our beliefs:**

All children can learn. We teach our students to be interdependent learners (I learn from you, you learn from me, we learn from each other).

**We develop effective classroom environments:**

Classrooms are designed to support the needs of our students.

**We create a professional learning community:**

Teachers Collaborate to improve and refine teacher practice. Teachers are able to use a variety of teaching strategies and differentiated instructional practices.

**We work together to support our students:**

Parents, community Based Organizations and Project Partners are integral parts of our school community.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	28	33	35		91.5	91.7	TBD		
Kindergarten	46	44	48	<b>Student Stability - % of Enrollment:</b>					
Grade 1	43	56	49	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	47	44	55		93.0	94.5	TBD		
Grade 3	53	53	39	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	48	48	50	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	68	47	44		61.5	61.5	82.0		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	16	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	6	4		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	5	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	338	325	321						
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	19	15	21	Principal Suspensions	1	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	11	17	Superintendent Suspensions	1	3	TBD		
Number all others	34	38	25	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	29	31	TBD		
# receiving ESL services only	37	32	36						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	3	5	Number of Administrators and Other Professionals	5	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	72.4	77.4	TBD
				% more than 5 years teaching anywhere	44.8	51.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	86.0	87.0	TBD
American Indian or Alaska Native	0.9	1.5	0.6		71.2	70.2	TBD
Black or African American	21.3	25.5	27.1				
Hispanic or Latino	58.9	45.8	42.7				
Asian or Native Hawaiian/Other Pacific Isl.	12.4	12.0	13.4				
White	6.5	9.8	10.9				
<b>Male</b>	47.9	48.0	48.0				
<b>Female</b>	52.1	52.0	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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

## 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/Teacher 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 your school's 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:

- Due to the new, higher NYSTP benchmarks used in the Spring of 2010, our ELA scores dropped from 75.7% of students scoring a 3 or 4 in 2009 to 34.1% in 2010. Math dipped from 89.9% of students scoring a 3 or 4 in 2009 to 56.8% in 2010. Item analyses for these exams is not yet available. Clearly our biggest challenge for 2010-2011 will be preparing our students for these new benchmarks.
- 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 2010 is lower than we estimated.
- Our attendance rate increased from 2005-2006 but then remained static from 2006-2008 at 91.5%. The overall rate of attendance increased from 91.7 during the 2008-09 school year to 92.2% in 2009-2010. Currently our attendance rate is approximately 95%.

Accomplishments:

- 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, a literacy coach, and an educational consultant from 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.
- QR in 2010 revealed lack of rigor for high performing students
- QR in 2010 revealed need for increase in the depth of inquiry work
- Continue to improve and expand communication with parents, particularly communication regarding academic expectations and new Common Core Standards.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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Our annual goals for 2010-2011 are closely aligned with our Principal's PPR goals and are as follows:

### **Annual Goal 1**

**Increase mean scale score for grades 3-5 on NYS ELA from 662.76 in 2011 to 680 or better.**

This goal is in response to the decrease in our average scale score from 2009 to 2010. We will begin to use the Common Core Standards as benchmarks to increase academic rigor and further develop structures for differentiated instruction. Thus, we will work towards this goal for our entire student population and at the same time, respond to feedback from the 2010 QR which revealed that some of our highest performing students are not being instructed so that they “are stretched to achieve at their maximum potential”.

### **Annual Goal 2**

**Increase the number of students achieving their independent reading level benchmark in grades K-2 by 60%, from 46.95% in September 2010 to 75% in June 2011.**

During SY 2009-10, the number of students at the IRL benchmark in grades K-2 increased 33% from September to June. This year, we aim to increase the number of students reaching their independent reading level benchmark in June by 60% in grades K-2. Assessment Pro software will be used to track this progress. This 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. It is essential that we target our struggling readers in the early grades, in order to meet new, higher standards for ELA in the coming years.

### **Annual Goal 3**

**Decrease the number of level 1 and 2 students from 40% in 2010 to 30% in 2011. These students have scale scores below 683 in grade 3, below 675 in grade 4 and below 673 in grade 5.**

Our Math scores increased significantly between 2008 and 2009 (from 78.8 at grade level in 2008 to 89.9% in 2009). After analyzing 2010 preliminary state test results (60% of students at level 3 and 4) with the data specialist, classroom teachers and Math coach, we concluded that we must address our lowest performing students in Math.

## **Annual Goal 4**

**Our goal is to increase the percentage of very satisfied parents in the academic/communication section of the School Survey for 2011. Specifically, increase the number of parents who “strongly agree” with the question “*the school clearly communicates its expectations for my child’s learning to me and my child*” 15 %, from 45 in the 2010 School Survey to 52 in the 2011 School Survey.**

Our QR from 2010 indicated that we must “expand the communication of data with students and their families so that reflective, reciprocal conversations regarding student progress may occur...”. Our strategy is twofold:

- Incorporate newly obtained home/school ELA rubrics across all the grades
- Increase the understanding and use of ARIS among our parent population

**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 2010-11 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, PLA, 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):** English Language Arts

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase mean scale score on NYS ELA in grades 3-5 from 662.76 in 2011 to 680 or better.</b></p> <p>This goal is in response to the decrease in our average scale score from 2009 to 2010. We will begin to use the Common Core Standards as benchmarks to increase academic rigor and further develop structures for differentiated instruction. Thus, we will work towards this goal for our entire student population and at the same time, respond to feedback from the 2010 QR which revealed that some of our highest performing students are not being instructed so that they “are stretched to achieve at their maximum potential”.</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>Actions:</b> Increase the rigor of ELA instruction for high performing students by integrating the new Common Core Standards during curriculum planning Teachers receive professional development from AUSSIE consultant and use AUSSIE K-5 ELA rubrics to evaluate student work and communicate standards to students and families.</p> <p><b>Operational Strategies</b> Use of AUSSIE consultant to assist staff in the use of the Common Core Standards 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 Provide 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</p>

	<p>The inquiry team will be used to increase rigor and differentiation in the TC curriculum  America's Choice (Literacy Navigator Component)  Reader' Theatre  Imagination Learning (for ELLs)</p> <p><b>Instructional Strategies</b>  Differentiated Instruction  Establish individual and group goals in independent reading for students by the end of September  Provide strategies that will help students produce more sophisticated oral language  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  Literacy coach works daily with teachers to refine the use of the following:      Strategy groups      Guided reading instruction      Word study      Shared reading      Strategy groups      Reading workshop turn and talk      Reading workshop think aloud</p> <p><b>Timeline</b>  Ongoing throughout SY 2010-11</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staffing</b>  Literacy cluster  AUSSIE Educational Consultant  1 grade 3-5 grade AIS teacher (part time)  1 grade K-2 grade AIS teacher (part time)  Data Specialist</p> <p><b>Funding</b>  <b>OTPS</b> provides funding for the following:      AUSSIE Educational Consultant      5% Title One Set Aside for Highly Qualified Teachers      5% Set Aside to Improve Teacher Quality</p> <p><b>Teacher Per Session</b> provides funding for the following:  After school program that focuses on academic intervention in grades 2-5</p>

	<p style="text-align: center;">Inquiry Team meetings</p> <p><b>Title One</b> funds in whole or in part:  2<sup>nd</sup> and 4th grade teaching position  After school ESL program  Literacy and AUSSIE coach  AUSSIE Educational Consultant  Data Specialist</p> <p><b>Scheduling</b>  AUSSIE Consultant works with staff and literacy coach bi-monthly to provided targeted professional development in the following areas:  90 minute literacy block  2<sup>nd</sup> Period Push In  Extended day  AIS K-5</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><b>Interim Progress Indicator</b>  Acuity Predictive Assessment indicates a decrease in the number of predicted level 1s and 2s.</p> <p><b>Final Progress Indicator</b>  Increase mean scale score on NYS ELA from 662.76 in 2011 to 680 or better.</p>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase the number of students achieving their independent reading level benchmark in grades K-2 by 60% from 46.95% in September 2010 to 75% by June 2011.</b></p> <p>During SY 2009-10, the number of students at the IRL benchmark in grades K-2 increased 33% from September to June. This year, we aim to increase the number of students reaching their independent reading level benchmark in June by 60% in grades K-2. Assessment Pro software will be used to track this progress. This 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. It is essential that we target our struggling readers in the early grades, in order to meet new, higher standards for ELA in the coming years.</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>Actions</b></p> <ul style="list-style-type: none"> <li>Completed interim student data is available on TC Assessment Pro (4 times per year)</li> <li>Differentiated instruction is evident in instruction on a regular basis (daily and ongoing)</li> <li>Teachers participate in action research and have adapted instruction in response to findings</li> <li>Conference notes, guided reading planning documentation are in place (monthly)</li> <li>Student and teacher goal setting drive instruction (monthly)</li> </ul> <p><b>Operational Strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>America’s Choice (Literacy Navigator Component)</li> <li>Reader’ Theatre</li> <li>Imagination Learning (for ELLs)</li> <li>Alternative teacher assessment to build teacher capacity (Teacher Performance Review)</li> <li>Provide 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</li> <li>Weekly shared professional grade level meeting</li> <li>Daily common prep for each grade</li> <li>Periodic distribution of professional literature to address identified needs</li> <li>Selection of grade level leaders to support collaboration among the teachers and hold one another accountable for student progress across the grade</li> <li>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</li> </ul>

	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Establish individual and group goals in independent reading for students by the end of September</li> <li>Teachers administer running records to collect reading data</li> <li>Teachers develop, apply and monitor instructional strategies</li> <li>Teachers use data from classroom assessments to inform student groups for differentiated instruction</li> <li>Strategy groups</li> <li>Guided reading instruction</li> <li>Word study</li> <li>Shared reading</li> <li>Strategy groups</li> <li>Read aloud</li> <li>Turn and talk</li> <li>Think aloud</li> <li>Provide strategies that will help students produce more sophisticated oral language</li> <li>Literacy coach works daily with teachers to reach these goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Literacy cluster</li> <li>AUSSIE Educational Consultant</li> <li>1 grade 3-5 grade AIS teacher (part time)</li> <li>1 grade K-2 grade AIS teacher (part time)</li> <li>Data Specialist</li> </ul> <p><b>Funding</b></p> <p><b>OTPS</b> provides funding for the following:</p> <ul style="list-style-type: none"> <li>Leveled libraries</li> <li>Teachers College curriculum</li> <li>AUSSIE educational consultant</li> <li>5% Title One Set Aside for highly qualified teachers</li> <li>5% Set Aside to improve teacher quality</li> </ul> <p><b>Teacher Per Session</b> provides funding for the following:</p> <ul style="list-style-type: none"> <li>After school ESL program</li> <li>Inquiry Team meetings</li> </ul> <p><b>Scheduling Strategies</b></p> <p>The following portions of the school schedule are used to provide support and differentiated</p>

	<p>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-5</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><b>Interim Progress Indicator</b>  Teachers assess IRL 4 times during the year (September, November, March and June). The results are compiled in Assessment Pro and analyzed each of the 4 times. Instructional adjustments are made to address the data.</p> <p><b>Final Progress Indicator</b>  The number of K-2 students reaching their independent reading level benchmark will rise 60%, from 46.95% in September 2010 to 75% in June 2011.</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Decrease the number of level 1 and 2 students from 40% in 2010 to 30% in 2011. These students have scale scores below 683 in grade 3, below 675 in grade 4 and below 673 in grade 5.</b></p> <p>Our Math scores increased significantly between 2008 and 2009 (from 78.8 at grade level in 2008 to 89.9% in 2009). After analyzing 2010 preliminary state test results (60% of students at level 3 and 4) with the data specialist, classroom teachers and Math coach, we concluded that we must address our lowest performing students in Math.</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>Actions</b>            Current 3<sup>rd</sup> and 4<sup>th</sup> grade students who scored a level 1 or 2 on the NYS Math Exam will be identified.            Teachers will develop small group strategies to address their specific learning needs.            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)</p> <p><b>Operational Strategies</b>            Choice of Everyday Math 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            Provide 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 Math for students by the end of September            Provide strategies that will help students produce more problem solving strategies            teachers use Everyday Math monthly checklists to monitor student progress            Teachers develop, apply and monitor instructional strategies</p>

	<p>Teachers use data from classroom assessments to inform student groups for differentiated instruction</p> <p>Teachers collaborate in order to refine the use of the following:</p> <ul style="list-style-type: none"> <li>Strategy groups</li> <li>Use of manipulatives</li> <li>Math workshop turn and talk</li> <li>Mental Math</li> <li>Differentiated Math instruction</li> <li>Incorporation of Smartboard and Internet resources for grades 3-5</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Grade level leaders</li> <li>AUSSIE Math Educational Consultant</li> <li>1 grade 3-5 grade AIS teacher (part time)</li> <li>1 grade K-2 grade AIS teacher (part time)</li> <li>Data Specialist</li> </ul> <p><b>Funding</b></p> <p><b>OTPS</b> provides funding for the following:</p> <ul style="list-style-type: none"> <li>Teachers College Curriculum and Staff Development</li> <li>AUSSIE Educational Consultant</li> <li>5% Title One Set Aside for Highly Qualified Teachers</li> <li>5% Set Aside to Improve Teacher Quality</li> </ul> <p><b>Teacher Per Session</b> provides funding for the following:</p> <ul style="list-style-type: none"> <li>After school program that focuses on academic intervention in grades 2-5</li> <li>Inquiry Team meetings</li> </ul> <p><b>Title One</b> funds in whole or in part:</p> <ul style="list-style-type: none"> <li>2<sup>nd</sup> and 4<sup>th</sup> grade teaching position</li> <li>After school programs</li> <li>AUSSIE coach</li> </ul> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>60 minute Math block</li> <li>2<sup>nd</sup> Period Push In</li> <li>Extended day</li> <li>AIS 2-5</li> </ul>

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

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

**Interim Progress Indicator**

The Math Acuity results of Students who scored a level 1 or 2 on the NYS Math Exam in 2010 will be scrutinized. Teachers will make instructional adjustments based on the results.

**Final Progress Indicator**

The number of level 1 and 2 students will decrease from 40% in 2010 to 30% in 2011, as indicated on the 2010-2011 Progress Report.

**All Areas**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal 4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Our goal is to increase the percentage of very satisfied parents in the academic/communication section of the School Survey for 2011. Specifically, increase the number of parents who “strongly agree” with the question “the school clearly communicates its expectations for my child’s learning to me and my child” 15 %, from 45 in the 2010 School Survey to 52 in the 2011 School Survey.</b></p> <p>Our QR from 2010 indicated that we must “expand the communication of data with students and their families so that reflective, reciprocal conversations regarding student progress may occur...”. Our strategy is twofold:</p> <ul style="list-style-type: none"> <li>• Incorporate newly obtained home/school ELA rubrics across all the grades</li> <li>• Increase the understanding and use of ARIS among our parent population</li> </ul>
<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></p> <p>Use of AUSSIE consultant to launch unified writing rubrics, which will be sent home to strengthen parents’ understanding of academic expectations of the school</p> <p>Use of AUSSIE consultant to assist staff in the use of the Common Core Standards</p> <p>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</p> <p>Weekly shared professional grade level meeting</p> <p>Teachers develop, apply and monitor instructional strategies</p> <p>Daily common prep for each grade</p> <p>Alternative teacher assessment to build teacher capacity (Teacher Performance Review)</p> <p>Periodic distribution of professional literature to address identified needs</p> <p>Provide 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</p> <p>Selection of grade level leaders to support collaboration among the teachers and hold one another accountable for student progress across the grade</p> <p>Inquiry team structure will include all classroom teachers and 90% of our staff</p> <p>The inquiry team will be used to increase rigor and differentiation in the TC curriculum</p> <p>America’s Choice (Literacy Navigator Component)</p> <p>Readers Theatre</p> <p>Imagine Learning</p> <p><b>Instructional Strategies</b></p> <p>Teachers receive professional development from AUSSIE and use K-5 ELA rubrics to evaluate student work and communicate standards to students and families.</p> <p>Parent Coordinator and Literacy Coach conduct parent workshops 2 times per year in the area of</p>

	<p>ELA  Parent Coordinator works directly with parents to provide information regarding grade level curricula  Teachers receive training in ARIS by the data specialist  Differentiated Instruction  Establish individual and group goals in independent reading for students by the end of September  Provide strategies that will help students produce more sophisticated oral language  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  Literacy coach works daily with teachers to refine the use of the following:      Strategy groups      Guided reading instruction      Word study      Shared reading      Strategy groups      Reading workshop turn and talk      Reading workshop think aloud</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staffing</b>  Literacy cluster  AUSSIE Educational Consultant  1 grade 3-5 grade AIS teacher (part time)  1 grade K-2 grade AIS teacher (part time)  Data Specialist</p> <p><b>Funding</b>  <b>OTPS</b> provides funding for the following:      AUSSIE Educational Consultant      5% Title One Set Aside for Highly Qualified Teachers      5% Set Aside to Improve Teacher Quality</p> <p><b>Teacher Per Session</b> provides funding for the following:      After school ESL program      Inquiry Team meetings</p> <p><b>Title One</b> funds in whole or in part:      1<sup>st</sup> and 2<sup>nd</sup> grade teaching position      Literacy and AUSSIE coach</p>

	<p><b>Scheduling</b>  AUSSIE staff developer works with staff and literacy coach bi-monthly to provided targeted professional development in the following areas:  90 minute literacy block  2<sup>nd</sup> Period Push In  Extended day  AIS K-5</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><b>Interim Progress Indicators</b>  Incorporate communication questions from School Survey into midyear Title 1 Survey.  Determine if a positive trajectory is occurring.</p> <p><b>Final Progress Indicator</b>  The number of parents who “strongly agree” with the question “<i>the school clearly communicates its expectations for my child’s learning to me and my child.</i>” in the 2011 School Survey will rise from 45 to 52 or better.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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			0	2	6	6
5	14	12			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 (8-8:38AM) 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 (8-8:38AM) 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 guidance counselor works predominantly with students who have mandated counseling on their IEPs</li> <li>• Guidance counselor provides services to non-mandated students when the need arises</li> <li>• Guidance counselor provides a support and team building after school program for students in temporary housing. During 2009-10 this group met 1x per week.</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 (2010-2011) Language Allocation Policy to this CEP.

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**K-12 LAP document is inserted on following page:**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 406 - ESO</b>	District <b>01</b>	School Number <b>019</b>	School Name <b>Asher Levy</b>
Principal <b>Jacqueline Flanagan</b>		Assistant Principal <b>Janet Chasin</b>	
Coach <b>Corinne Nieves</b>		Coach	
Teacher/Subject Area <b>Esmahan Succar</b>		Guidance Counselor <b>Ana Constantatos</b>	
Teacher/Subject Area <b>Milagros Parrales</b>		Parent <b>Laura Solano</b>	
Teacher/Subject Area <b>Esperanza Rosales/ESL</b>		Parent Coordinator <b>Marivette Cruz</b>	
Related Service Provider		Other	
Network Leader <b>Sandra Litrico</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language 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	<b>328</b>	Total Number of ELLs	<b>41</b>	ELLs as Share of Total Student Population (%)	<b>12.81%</b>
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## Part II: ELL Identification Process

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

- 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 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).
- 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.
- 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.

1. English Language Learner (ELL) students are identified upon entering the New York City school system through completed Home Language Identification Surveys (HLIS), which are translated in the parent's native languages when needed. Completion of HLS is overseen by our certified ESL teacher, Ms. Esperanza Rosales, who conducts an informal interview with parents at this time. Ms. Rosales is bilingual in Spanish, and uses translated information or translators if available for other languages. If parents are more comfortable in English, then the interview is conducted in English. 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. Spanish speaking students determined to be ELLs, are at this time administered the Spanish Lab-R by Ms. Rosales. 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.

2. Within 10 days of ELL identification through the LAB-R, the ESL teacher, Ms. Rosales, notifies the parents that their child was administered the LAB-R and holds a meeting for parents to come and obtain information regarding the choices available once their child has been identified as an ELL. The parents watch a video in their native language explaining the 3 different program types available citywide, Transitional Bilingual Education, Dual Language, Freestanding ESL. Parents also receive a brochure in their native language explaining the various options available for English Language Learners. Our parent coordinator, Ms. Marivette Cruz, is closely involved in these procedures and supports the ESL teachers's efforts in providing up to date information about the programs and meetings necessary for parents to attend in order to help them choose the best program available for their child. A parent orientation is provided to all parents of new students. The parent orientation is ongoing throughout the school year, for parents of newly enrolled ELLs. 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, options and locations 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.

Many of our staff members are bilingual in Spanish including but not limited to Ms. Rosales, our ESL teacher, Ms. Marivette Cruz our parent coordinator, Ms. Parrales our computer teacher, Ms. Succar a fifth grade teacher, and our Principal Ms. Flanagan. In addition, our support staff includes many Spanish speakers such as our school aids and school secretary. Ms. Ho, a Pre-K teacher is bilingual in Mandarin.

3. Since the completion of the HLIS is overseen by Ms. Rosales, 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 Ms. Rosales. She maintains a close working relationship with all classroom teachers and will send subsequent letters and notices directly to parents or guardians.

4. 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. In the past few years according to the Parent Survey and Program Selection, the trend in program choice is between 90 and 100% for English as a Second Language.

6. Last year, 92% of parents requested 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. Ms. Rosales tabulates parent requests for ELL program choices. The growing desire for TBE programs across the city is not noted among our parent population.

## Part III: ELL Demographics

### A. ELL Programs

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

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>		
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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	9	10	11	12	Tot #
<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	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	4
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

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 by Subgroups									
ELLs (0-3 years)		ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total



**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	7	1	3	5								24
Chinese		3	4	2										9
Russian														0
Bengali	1	1												2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1	1											3
Other			1	2										3
<b>TOTAL</b>	5	10	13	5	3	5	0	0	0	0	0	0	0	41

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - 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.

1. P.S. 19's ESL program is a pull-out program for students in Kindergarten through 5th 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. 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. Our school delivers instructional minutes via the mandates of 360 weekly minutes for beginners and intermediate students, and 180 per week for advanced students through our Certified ESL teacher who has 6 periods available to meet these mandates. The ESL students are pulled out daily in order to meet their mandates. For advanced students scheduling of ESL pull-out times is organized by the ESL teacher and classroom teacher to provide ELA instruction of 180 minutes a week. ELA support is offered during the ESL instructional times. The content area and ESL teachers collaborate up to several days in advance regarding lesson plans. Students practice journal writing and essay writing several times a week, as well as engage in group activities regarding books they are reading in their classrooms. 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. P.S. 19 does not offer a Dual Language or Transitional Bilingual Program to require meeting NLA instructional minutes but whenever possible, students are offered materials in their native language, glossaries and dictionaries to help them learn content area materials.

3. 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.a. We do not have any SIFE students at PS 19.

4.b. 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 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.

4.c. 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.

4.d. 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. 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.

4.e. 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.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
--	------------------	---------------------	-----------------

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



5.

The ESL teacher works closely with all classroom teachers of ELLs 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 main focus is on long-term ELLs, and ELLs scoring in the proficient areas in listening and speaking but advanced or intermediate in reading and/or writing areas of the NYSESLAT. Support and interventions are provided focusing on strategies needed for ELA, Math and other content areas. Native language and transferring of content area knowledge is supported through the use of native language books, dictionaries, and computer software.

The ESL teacher coordinates with classroom teachers to provide appropriate interventions, based upon academic needs:

ELA:

- Title III funds are used to provide an ESL afterschool program on Tuesdays and Thursdays. Imagine Learning software is used at this time.
- Small group work is conducted during our extended day (8-8:38AM) and during our 2nd 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.
- 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.
- Guided Reading Strategy groups are used in all grades.

Mathematics:

- Small group work is conducted during our extended day (8-8:38AM) and during our 2nd 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.
- Everyday Math Games are emphasized.

Science:

- Small group instruction in 4th period during extended day and 2nd period push in by the Science teacher
- 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
- Test sophistication PD in science for 4th grade classroom teachers

6. 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 5th grade ELLs in the Fall, when ELLs are applying to middle school and gives input on ELL middle school choices.

7. Imagine Learning Software will be used in the school for the first time during the 2010-2011 school year.

8. No services to ELLs will be discontinued during the 2010-2011 school year.

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

13. 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 ISC.

14. NA

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

13. 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 ISC.

14. NA

### C. Schools with Dual Language Programs

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

NA to PS 19

### D. Professional Development and Support for School Staff

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

1. 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 2012. 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. 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. 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.

## E. Parental Involvement

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

1. 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. Our ESL teacher and parent coordinator work together to help ELL parents enroll in a GED program at Marta Valle High School, and with Home Base, a CBO which helps families new to the country obtain housing. Our parent coordinator and literacy coach also conduct workshops for parents to help them learn strategies and ways to support their students at home. These workshops are posted in our monthly newsletter and our parent coordinator maintains a close relationship with parents to keep them informed and involved in upcoming events.

3. We collect data from parents in several ways, including information from HLIS forms, lunch forms, and other ATS documents. Our parent coordinator is bilingual (Spanish) and translates for our Spanish parents as needed. We also meet with parents and discuss their needs during open school night, Meet the Teacher Evening, ESL Open Houses held throughout the year and ESL parent breakfasts and workshops hosted by the ESL teacher and other staff when applicable.

4. All meetings and workshops held throughout the year focus on meeting the needs of parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	3	3	5	1										12
Intermediate(I)		6	5	1		3								15
Advanced (A)	4	2	2	3		3								14
Total	7	11	12	5	0	6	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	2	1	5
4		4	3		7
5		3	5		8
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					4		1		5
4					5		2		7
5	1		1		4	1	2		9
6									0
7									0
8									0

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

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

**New York State Regents Exam**

	<b>Number of ELLs Taking Test</b>		<b>Number of ELLs Passing Test</b>	
	<b>English</b>	<b>Native Language</b>	<b>English</b>	<b>Native Language</b>
NYSAA Science				

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

**B. 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 do 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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 the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

**Additional Information**

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

Paste additional information here

1. We will use the TC Students Assessment System along with Assessment Pro to assess early literacy skills of ELLs. This software allows both the ESL and classroom teacher to track the progress of ELL students.
2. 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. 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. On the English Language Arts exam and the New York State Mathematics exam, ELLs scored at about the same level as native language students.

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:

## Part VI: LAP Assurances

2 student in 3rd grade received a Level 3  
1 student in 4th grade received a Level 1

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Flanagan	Principal		
Janet Chasin	Assistant Principal		
Marianne Casuz	Paraprofessional		
Espinoza Rosales	ESL Teacher		
Laura Salento	Parent		
Esmail and Susana	Teacher/Subject Area		
Milagro Barales	Teacher/Subject Area		
Corinne Nieves	Coach		
Corinne Nieves	Coach		
Anne Gonsky	Guidance Counselor		
Ferdinand	Network Leader		

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.

The EL assessment was not given during the year. 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 ELA criterion assessment. When interventions are needed, ELLs are eligible for all AIS programs at PS 19. (See AIS Appendix 1).

Native language support is offered at all levels of an ELLs education, if needed, through the use of native language books available in our library and in the ESL classroom, native language dictionaries, glossaries, and computer software. During our ESL afterschool program our students use Imagine Learning English, which provides native language support in 10 languages and is phased out as the student's proficiency in English improves. In addition, the use of Title III funding for the native language support.

### Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

6. P.S. 19s continuing goal is to provide the best instruction to all our students so that they may meet the designated standards. We are dedicated to providing all eligible students with the best possible educational opportunities. We are currently providing all programs (described in this section) for implementation in 2010-11 (pending allocation of Title III funding) to all our staff so that they may continue to provide quality education to our ELLs. We measure our success by the number of students who achieve a 3 or better on state assessments, on ESLEA results, and the number of students who outgrew the instructional need for ESL services.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) PK - 5      Number of Students to be Served: 41 LEP      290 Non-LEP  
Number of Teachers 1      Other Staff (Specify) NA

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

**Section II. Title III, Part A LEP Program Narrative**

**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 Pre-K-5 school in the East Village of New York City attended by approximately 328 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.

During the 2009-2010 school year:

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

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 and Thursday afternoons from 3:00 – 4:30. This instructional activity will begin Tuesday, October 19 and end on May 5, 2011. 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 2010-2011 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 2010-2011 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).

**Section III. Title III Budget**

School: PS 19

BEDS Code: 310100010019

<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	149 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) = \$7,433.00 and 58 hours of administrative per session at \$52.29/hr = 3,032 (includes fringe)
<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	Imagine Learning 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.

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 ISC.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	116,063	171,031	287,094
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,116	1,717	2,833
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5,803	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11,606	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% according to the School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Parent Involvement Policy 2010-11 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:

- PS 19 PTA instituted a new school uniform policy in September 2010.
- 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 newsletter and calendar to PS 19 families
- Each class solicited a parent volunteer to act as a class representative. These class representatives work to facilitate communication between the school and the parents.
- Each year, the School-Parent Compact is developed with the PTA and Title One Representative
- 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/ min. are posted
- PS 19 provides a workspace for PTA members/ leader to work in a new Parent Center
  - 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 how to help their children at home
- The principal designates the Parent Coordinator with other staff to be 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 and the Title One Representative.
- The Parent Coordinator distributes Parent Satisfaction Surveys at Fall and 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 2010-2011

**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

### Section I: Schoolwide Program (SWP) Required Components

**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.

1. 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 338 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 12 % of our population. Our full and part time Special Education students comprise 22% of our population. Student attendance is at 95% this school year.

During SY 2010-11, PS 19 will house two (2) full day pre-k class, three (3) kindergarten classes, three (3) first grades, two (3) second grades, (including one 2/3 self contained special education class) two (2) third grades, two (3) fourth grades (including one grade 4/5 self contained special education class), and two (2) fifth grades. Of these classes, 4 are CTT, (grades K, 1, 4 and 5) and the K and 1 CTT classes are ASD Nest classes. 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 agent, five (5) school aides. Of the teachers on staff, 96% are highly qualified.

#### **Literacy:**

In spring of 2010, the last year for which data is available, 34.1% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect a dramatic decrease from the previous year. Overall, 59% of our students made at least one year of progress, and 65.5% of students in the lowest third made at least one year of progress.

#### **Mathematics:**

In spring of 2010, the last year for which data is available, 56.8% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect a significant decrease from the previous year. Overall, 62% of our students made at least one year of progress, and 65% 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 (2009-2010) 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).

2. 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 5 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. During 2009-10, 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.
- 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 2010-11 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.
- We have 2 ASD NEST CTT classes for the 2010-2011 school year. One Kindergarten and one First grade class. Our first ASD Nest Kindergarten CTT class was opened in September 2009. These classes serves 4 high functioning students with Asperber's Syndrome and

8-12 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 4 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.
- A decrease in Title One funds has caused us to severely curtail our after school offerings for the 2010-2011 school year. However, 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:
  - √ After School Art Program (Studio in A School)
  - √ Science Club
  - √ Box Tops for Education
  - √ ESL Title III after school Program
- 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 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
- √ 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.

- Are consistent with and are designed to implement State and local improvement, if any.
- NA

### 3. Instruction by highly qualified staff.

- Currently, 98% of our staff is highly qualified.

### 4. 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.

- This year, our ELA professional development efforts will center around developing writing rubrics and maintaining communication about educational standards between home and school. Our AUSSIE consultant and literacy coach will lead this process. This professional development is primarily job-embedded, which makes it quite effective. In addition, our staff will attend several training series being offered by Sandra Litrico’s network to study the new Common Core Standards in ELA and Math.
- In addition, teachers and other staff attend professional development offered by our 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 AUSSIE 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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - 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.
6. 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.
7. 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.
  - 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.
8. 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.
  - We are focused on using Acuity and Scantron Performance Series 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 and rubrics 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.
9. 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.

10. 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

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal		✓				
Title II, Part A	Federal		✓				

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal		✓			
Title IV	Federal		✓			
IDEA	Federal		✓			
Tax Levy	Local		✓			

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

N/A 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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** N/A to PS 19                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**  N/A to PS 19

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

**Part A: SURR 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 SURR. 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: 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.)

As of March 2010, we had the following number of students in temporary housing:

- Shelters: 12
  - Doubled Up: 12
  - Other Temporary Housing: 2
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.
    - Funding permitting, the guidance counselor provides a support and team building after school program for students in temporary housing. During 2009-10 this group met 1x per week.

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

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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 019 Asher Levy					
<b>District:</b>	1	<b>DBN:</b>	01M019	<b>School</b>		310100010019

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	35	36		91.5	91.7	92.2
Kindergarten	44	48	51				
Grade 1	56	49	52	<b>Student Stability - % of Enrollment:</b>			
Grade 2	44	55	45	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	53	39	40		93.0	94.5	94.0
Grade 4	48	50	48				
Grade 5	47	44	49	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		61.5	82.0	82.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	16	26
Grade 12	0	0	0				
Ungraded	0	1	7	<b>Recent Immigrants - Total Number:</b>			
Total	325	321	328	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	6	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	21	17	Principal Suspensions	1	2	4
# in Collaborative Team Teaching (CTT) Classes	11	17	17	Superintendent Suspensions	1	3	2
Number all others	38	25	29				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	31	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	8	6
# receiving ESL services only	32	36	TBD				
# ELLs with IEPs	3	5	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.4	77.4	74.3
				% more than 5 years teaching anywhere	44.8	51.6	45.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	87.0	85.7
American Indian or Alaska Native	1.5	0.6	1.5	% core classes taught by "highly qualified" teachers	71.2	70.2	92.7
Black or African American	25.5	27.1	26.8				
Hispanic or Latino	45.8	42.7	47.6				
Asian or Native Hawaiian/Other Pacific	12.0	13.4	12.8				
White	9.8	10.9	9.1				
Male	48.0	48.0	47.3				
Female	52.0	52.0	52.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

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

SURR School (Yes/No)		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category			
	In Good		v	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	35.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	24.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

**School DBN: 01M019**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	116,063	171,031	287,094
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,116	1,717	2,833
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5,803	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11,606	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
94.1

6. 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.

There are two teachers who are currently teaching out of their license area. One teacher was a cluster teacher. Her program was redesigned to fit her license area. In the other case, the teacher was teaching grade not covered by her license. In the 2011-12 school year, this teacher will be placed in a grade covered by her license.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

### **Title I Parent Involvement Policy and Parent-School Compact for PS 19**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS19, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS19's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS19 will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 19's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 19 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 19 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a <sup>1</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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<sup>1</sup> Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**PS 19 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Meeting;
- Soliciting 1 parent for each class to volunteer and act as class parent representative. These class parent representatives work to facilitate communication between the school administration (school wide policies and procedures), teachers (instructional practices) and parents. They should also provide notifications for upcoming classroom events and encourage parents to attend.
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- 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
- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Center or lending library and instructional materials for parents;
- Regularly scheduled PTA meetings are held/ min. are posted in the Parent Coordinator's office as well as online;
- PS 19 provides a workspace for PTA members to work;
- Provide a computer, printer and internet access to PTA and PS 19 parents for educational related matters;
- Provide the assistance of a parent coordinator to act as a liaison between parents and school administration for all matters;
- The parent coordinator is available for grades Pre-K, through 5<sup>th</sup> grade parents. The family worker assists exclusively with Pre-K families as they enter our school community;
- The Parent Coordinator distributes Parent Satisfaction Surveys at Fall and Spring Open School to solicit feedback from parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

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

**School Responsibilities:**

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

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

**Support home-school relationships and improve communication by:**

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

**Provide parents reasonable access to staff by:**

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- notifying parents of the policies and procedures of the parent volunteer program. The parent volunteer program will be a structured program that will provide opportunities for parents to support the school community and engage in supporting students in meaningful instructional practices throughout the school year.
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- ensure completion and assist my child with homework assignments and special projects;
- read to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive learning experiences at home, outside of the home or school by making use of extracurricular time such as, extended day learning opportunities offered by the PS19, clubs and team sports hosted at local community centers and/or quality family time;
- to review, and discuss with my child to ensure adherence to the school rules, regulations, and codes of safety and discipline;

- to support my child in meeting the educational expectations and share the responsibility for improving their academic achievement;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - maintain ongoing communication with my child’s teacher (and any other staff member) regarding educational needs, attend parent teacher conferences, and stay informed regarding their education by promptly responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - actively attend monthly meetings/events and/or participate on PS19’s Parent-Teacher Association, school committees, leadership teams, family instruction workshops, or serve to the extent possible on advisory groups (e.g., District Title I Parent Advisory Councils, School or District Leadership Teams) toward school planning and decision making;

**Student Responsibilities:**

- attend school every day and arrive on time;

- complete my homework and submit all assignments and special projects on time;
- follow the school rules and take responsibility for my actions;
- show respect for myself, my fellow classmates, school administration, safety officers, teachers, school aides, and school property;
- try to resolve disagreements or conflicts peacefully;
- take pride in my work and strive to learn

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

1. 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 338 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 12 % of our population. Our full and part time Special Education students comprise 22% of our population. Student attendance is at 95% this school year.

During SY 2010-11, PS 19 will house two (2) full day pre-k class, three (3) kindergarten classes, three (3) first grades, two (3) second grades, (including one 2/3 self contained special education class) two (2) third grades, two (3) fourth grades (including one grade 4/5 self contained special education class), and two (2) fifth grades. Of these classes, 4 are CTT, (grades K, 1, 4 and 5) and the K and 1 CTT classes are ASD Nest classes. 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 agent, five (5) school aides. Of the teachers on staff, 96% are highly qualified.

**Literacy:**

In spring of 2010, the last year for which data is available, 34.1% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect an dramatic decrease from the previous year. Overall, 59% of our students made at least one year of progress, and 65.5% of students in the lowest third made at least one year of progress.

**Mathematics:**

In spring of 2010, the last year for which data is available, 56.8% of our grade 3, 4 and 5 students scored in levels 3 and 4. These data reflect a significant decrease from the previous year. Overall, 62% of our students made at least one year of progress, and 65% 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 (2009-2010) 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).

2. 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 5 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. During 2009-10, 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.
- 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 2010-11 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.
- We have 2 ASD NEST CTT classes for the 2010-2011 school year. One Kindergarten and one First grade class. Our first ASD Nest Kindergarten CTT class was opened in September 2009. These classes serves 4 high functioning students with Asperber's Syndrome and 8-12 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 4 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.
- A decrease in Title One funds has caused us to severely curtail our after school offerings for the 2010-2011 school year. However, 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:

- √ After School Art Program (Studio in A School)
  - √ Science Club
  - √ Box Tops for Education
  - √ ESL Title III after school Program
- 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 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
    - √ 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.
  - Are consistent with and are designed to implement State and local improvement, if any.
  - NA

### 3. Instruction by highly qualified staff.

- Currently, 98% of our staff is highly qualified.

4. 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.
  - This year, our ELA professional development efforts will center around developing writing rubrics and maintaining communication about educational standards between home and school. Our AUSSIE consultant and literacy coach will lead this process. This professional development is primarily job-embedded, which makes it quite effective. In addition, our staff will attend several training series being offered by Sandra Litrico's network to study the new Common Core Standards in ELA and Math.
  - In addition, teachers and other staff attend professional development offered by our 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 AUSSIE 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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - 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.
  
6. 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.
  
7. 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.
  - 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.
  
8. 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.
  - We are focused on using Acuity and Scantron Performance Series 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 and rubrics 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.

9. 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.
  
10. 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

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State or Local)</i>	Program Funds Are “Conceptually” <sup>2</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>3</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$116,063.00		
Title I, Part A (ARRA)	Federal	✓			\$171,031.00		
Title II, Part A	Federal						

<sup>2</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>3</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$15,000.00		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$1,849,869.00		

