



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS 19

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 01M019

**PRINCIPAL:** JACQUELINE FLANAGAN

**EMAIL:** JFLANAGAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLA PHILLIPS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jacqueline Flanagan	*Principal or Designee	
Dennis Gault	*UFT Chapter Leader or Designee	
Amy Kirk	PTA President	
Ms. Diane Soltren	DC 37 Representative	
Not applicable	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ms. Millie Parrales	Member/ teacher	
Ms. Nicole Connolly	Member/ teacher	
Ms. Jessie Cores	Member/ parent	
Ms. Monse Santana	Member/ Title I Rep.	
Ms. Ana Gambaro	Member/ parent	
Ms. Janice Gittens-Hunter	Member / parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Increase the number of students in grades 3, 4 and 5 who reach level 3 or 4 on the NYS Math Exam.

Specifically, Increase the number of students who score a 3 or 4 on the NYS Math exam in 2012 by 10%. This increase represents 8 additional students scoring a level 3 or 4 in 2012.

### **Comprehensive needs assessment**

This goal is in response to the decrease in Math for all grades from 56% at level 3 and 4 in 2010 to 53% at level 3 and 4 in 2011. We will build on last year's inquiry work using the Common Core Standards as benchmarks to increase academic rigor and further develop structures for differentiated instruction. Teachers will use the CCMS to develop rigorous units of study in Mathematics which is in alignment with the DOE 2011 citywide instructional expectations.

### **Instructional strategies/activities**

#### **Actions:**

- Increase the rigor of Math instruction by integrating the Common Core Standards during curriculum planning
- Teacher teams will develop rigorous CCMS units of study
- Self contained grade 4/5 teacher will pilot Singapore Math
- Pilot I-Ready software in grade 3 and 4
- Teachers receive professional development from AUSSIE consultant and use AUSSIE K-5 Math rubrics to evaluate student work and communicate standards to students and families
- Monitor and analyze interim progress markers such as Fall and Spring Math ITA assessments, and Everyday Math Unit tests
- Monitor and analyze interim progress of students as they work through DOE common core bundle in Mathematics

#### **Operational Strategies**

- Use of AUSSIE consultant to assist staff in the use of the Common Core Standards
- Use of CCMS grade aligned tasks with instructional supports in grade level bundles
- Use of Math 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
- Informal and formal observations based on Charlotte Danielson's revised Framework for Teaching
- 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
- The inquiry team will be used to increase rigor and differentiation in the TC curriculum

### **Instructional Strategies**

- Differentiated Instruction
- Establish individual and group goals in Math for students by the end of September 2011
- Teachers develop, apply and monitor instructional strategies
- Teachers use data from classroom assessments to inform student groups for differentiated instruction

### **Staffing**

- AUSSIE Educational Consultant (For Everyday Math, Assessment Analyses and support for Common Core bundles)
- Math in Action Consultant (For Singapore Math)
- K-2 grade AIS teacher (part time)
- 3-5 grade AIS teacher (part time)
- Data Specialist (part time)
- ESL teacher
- School Aide – Parent Outreach (part time)

### **Scheduling**

- AUSSIE Consultant works with staff bi-monthly to provide targeted professional development in the following areas:
- Implementing CCMS
- 60 minute math block
- 2nd Period Push In
- Extended day
- AIS K-5

### **Decision Making**

- Teachers on the same grade level have common preparation periods each day and meet to discuss student outcomes
- Teachers on the same grade level participate in grade level planning and inquiry work related to common core bundles on their professional period each week. At these meetings, teachers discuss ongoing assessments (listed above) and plan next steps accordingly
- Grade level teams report their progress on their work with the common core bundles at staff conferences

### **Strategies to increase parental involvement**

- Our parent coordinator and Literacy Coach conduct workshops twice per month on a range of topics including family mathematics. The ESL teacher provides workshops for parents on math skills and learning English at least two times during the year.
- We have instituted a week of Family Instruction Mornings, one week per month. One day per month, parents are invited into the classroom to observe Math or ELA instruction in order to gain more understanding of the curricula and strengthen the home/school connection.
- Each classroom has 1 or 2 class parent representatives who facilitate communication between the teacher and parents
- Parent coordinator is the liaison between the parents and the school; makes appointments, facilitates communication, etc.

- Conduct Title I Parent Survey annually, as required under Title I
- Develop and collect Parent Reflection Survey data on every Open School Night. This information helps teachers understand parent concerns about academic growth of their children
- Develop and collect Parent Satisfaction Survey Data on every on every afternoon and evening Parent-Teacher Conference. This information helps the administration measure the amount of parent support for various programs and initiatives as well as their general impressions of the school.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Attending citywide or district 1 recruitment fairs, whenever offered
- Use 5% set aside as required under Title I
- 5% Set Aside to Improve Teacher Quality
- Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education. This practice allows us to leverage the fact that PS 19 is located in the vibrant East Village area, which is an attractive area to work for many prospective candidates
- Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB.

### **Service and program coordination**

#### **Students in Temporary Housing:**

- 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 an 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 2010-11 this group met 1x per week.

#### **Universal Pre-Kindergarten**

- PS 19 offers two all-day UPK classes
- UPK program provides families with monthly parent workshops on various parenting and educational issues, and the support of additional UPK staff, such as a family worker and a social worker

#### **Universal Feeding**

- All students at PS 19 are able to have free breakfast and lunch every day

#### **Crisis Intervention**

- PS 19 has a specific set of procedures used to provide intervention and support services to students immediately following a crisis:

Immediately following a crisis our team chair (Principal) will schedule an emergency meeting with all team members to gather the facts and go over the plan for that day and the days to follow. Principal will contact Superintendent to notify him of the crisis and if necessary he will request OYD support as well as the police if necessary. We will notify Dr. Brain Kaplan if our school is in need of extra personal from the District Crisis Team as well as the Community based Organizations and Mental Health Agencies in our neighborhood. A script will prepared by Janet Chasin (Staff Notification Coordinator) and approved by Jacqueline Flanagan (Principal and Team Chair) to be disseminated to all teachers. Teachers will be responsible for notifying their classes about the crisis. If teachers need support communicating this information the support staff will be available to assist. Students will learn about any crisis situation from their teacher because they are the most familiar person to them and the school will attempt to keep a sense of normalcy during a crisis. A script will also be prepared for the pupil personnel secretary so she can read to anyone who calls the school. The entire school staff (including office staff) will be on common ground (this is to avoid rumors and miscommunication). During the day of a crisis teachers will be in the halls to greet their students and help calm them. Millie Parales (Crowd Management Coordinator) will also supervise the movement of students in collaboration with the staff. The parent coordinator will send a letter to parents or set up parent meetings to address questions or concerns with the approval of the principal. Anna Constatntatos, guidance counselor) will designate rooms during the school day where students can go express themselves. These rooms will be staffed with guidance, social worker, school psychologist, teachers as well as people from the borough team. Any student who is considered at risk will receive additional support by the school counselor or school psychologist. Students who are considered at risk will have their parents contacted and be referred to an outside agency for on going counseling and support. At the end of the day there will be a meeting for all team members to have the opportunity to debrief.

## **Budget and resources alignment**

### **Funding**

- **Title One** funds in whole or in part:
  - 3<sup>rd</sup> grade teaching position
  - i-ready software
  - ESL teaching position
  - 2-5 grade AIS teacher
  - AUSSIE Educational Consultant
  - Data Specialist
  - Guidance Counselor
  - School Aide – Parent Outreach
  
- **FSF** funds in whole or in part
  - Equipment
  - Supplies
  - Textbooks
  - After school program that focuses on academic intervention in grades 3-5
  - Inquiry Team meetings
  
- **ARRA RTTT Data Specialist** funds in whole or in part:
  - Data specialist
  
- **OTPS** provides funding for the following:
  - 5% Title One Set Aside for Highly Qualified Teachers

- 5% Set Aside to Improve Teacher Quality
- AUSSIE Educational Consultant Professional Development

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Decrease the number of students who score a level 1 or 2 on the NYS ELA exam in 2012. Specifically, Decrease the number of students who score a 1 or a 2 on the NYS ELA exam from 60% in 2011 to 50% in 2012.

**Comprehensive needs assessment**

This goal will help us build on our increase in ELA for all grades from 34% at level 3 or 4 in 2010 to 40% at level 3 and 4 in 2011. We will continue to use the Common Core Standards as benchmarks to increase academic rigor and further develop structures for differentiated instruction. Teachers will develop literacy tasks aligned to the CCLS and the DOE 2011 citywide instructional expectations.

**Instructional strategies/activities**

- Actions:**
- Increase the rigor of ELA instruction for high performing students by integrating the new Common Core Standards during curriculum planning
  - Develop rigorous CCLS units of study
  - Implement 11 Lexia workstations to increase phonemic awareness and reading skills in grades PK-2.
  - Continue to use i-station software in grade 3
  - 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.

**Operational Strategies**

- Use of AUSSIE consultant to assist staff in the use of the Common Core Standards
- Use of CCLS grade aligned tasks with instructional supports in grade level bundles
- Informal and formal observations based on Charlotte Danielson’s revised Framework for Teaching
- 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

- 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
- The inquiry team will be used to increase rigor and differentiation in the TC curriculum
- Reader' Theatre
- Software:
  - Imagination Learning (for ELLs)
  - Istation software
  - Lexia software

### **Instructional Strategies**

- Differentiated Instruction
- Establish individual and group goals in independent reading for students by the end of September 2011
- 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

### **Staffing**

- AUSSIE Educational Consultant
- Literacy Cluster
- 1 grade 3-5 grade AIS teacher (part time)
- 1 grade K-2 grade AIS teacher (part time)
- Data Specialist (part time)
- ESL teacher
- School Aide – Parent Outreach (part time)

### **Scheduling**

- AUSSIE Consultant works with staff and literacy coach bi-monthly to provide targeted professional development in the following areas:
- 90 minute literacy block

- 2<sup>nd</sup> Period Push In
- Extended day
- AIS K-5

#### **Decision Making**

- Teachers on the same grade level have common preparation periods each day and meet to discuss student outcomes
- Teachers on the same grade level participate in grade level planning and inquiry work related to common core bundles on their professional period each week. At these meetings, teachers discuss ongoing assessments (listed above) and plan next steps accordingly
- Grade level teams report their progress on their work with the common core bundles at staff conferences

#### **Strategies to increase parental involvement**

- Our parent coordinator and Literacy Coach conduct workshops twice per months on a range of topics including family mathematics. The ESL teacher provides workshops for parents on math skills and learning English at least two times during the year.
- We have instituted a week of Family Instruction Mornings, one week per month. One day per month, parents are invited into the classroom to observe Math or ELA instruction in order to gain more understanding of the curricula and strengthen the home/school connection.
- Each classroom has 1 or 2 class parent representatives who facilitate communication between the teacher and parents
- Parent coordinator is the liaison between the parents and the school; makes appointments, facilitates communication, etc.
- Conduct Title I Parent Survey annually, as required under Title I
- Develop and collect Parent Reflection Survey data on every Open School Night. This information helps teachers understand parent concerns about academic growth of their children
- Develop and collect Parent Satisfaction Survey Data on every on every afternoon and evening Parent-Teacher Conference. This information helps the administration measure the amount of parent support for various programs and initiatives as well as their general impressions of the school.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Attending citywide or district 1 recruitment fairs, whenever offered
- Use 5% set aside as required under Title I
- 5% Set Aside to Improve Teacher Quality
- Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education. This practice allows us to leverage the fact that PS 19 is located in the vibrant East Village area, which is an attractive area to work for many prospective candidates
- Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB.

#### **Service and program coordination**

##### **Students in Temporary Housing:**

- 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 an 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 2010-11 this group met 1x per week.

#### **Universal Pre-Kindergarten**

- PS 19 offers two all-day UPK classes
- UPK program provides families with monthly parent workshops on various parenting and educational issues, and the support of additional UPK staff, such as a family worker and a social worker

#### **Universal Feeding**

- All students at PS 19 are able to have free breakfast and lunch every day

#### **Crisis Intervention**

- PS 19 has a specific set of procedures used to provide intervention and support services to students immediately following a crisis.

Immediately following a crisis our team chair (Principal ) will schedule an emergency meeting with all team members to gather the facts and go over the plan for that day and the days to follow. Principal will contact Superintendent to notify him of the crisis and if necessary he will request OYD support as well as the police if necessary. We will notify Dr. Brain Kaplan if our school is in need of extra personal from the District Crisis Team as well as the Community based Organizations and Mental Health Agencies in our neighborhood. A script will prepared by Janet Chasin (Staff Notification Coordinator) and approved by Jacqueline Flanagan (Principal and Team Chair) to be disseminated to all teachers. Teachers will be responsible for notifying their classes about the crisis. If teachers need support communicating this information the support staff will be available to assist. Students will learn about any crisis situation from their teacher because they are the most familiar person to them and the school will attempt to keep a sense of normalcy during a crisis. A script will also be prepared for the pupil personnel secretary so she can read to anyone who calls the school. The entire school staff (including office staff) will be on common ground (this is to avoid rumors and miscommunication). During the day of a crisis teachers will be in the halls to greet their students and help calm them. Millie Parales (Crowd Management Coordinator) will also supervise the movement of students in collaboration with the staff. The parent coordinator will send a letter to parents or set up parent meetings to address questions or concerns with the approval of the principal. Anna Constatntatos, guidance counselor) will designate rooms during the school day where students can go express themselves. These rooms will be staffed with guidance, social worker, school psychologist, teachers as well as people from the borough team. Any student who is considered at risk will receive additional support by the school counselor or school psychologist. Students who are considered at risk will have their parents contacted and be referred to an outside agency for on going counseling and support. At the end of the day there will be a meeting for all team members to have the opportunity to debrief.

#### **Budget and resources alignment**

##### **Funding**

- **Title One** funds in whole or in part:
  - 3<sup>rd</sup> grade teaching position
  - Lexia and i-station software
  - ESL teaching position
  - 2-5 grade AIS teacher

- AUSSIE Educational Consultant
- Data Specialist
- Guidance Counselor
- School Aide – Parent Outreach
  
- **Title IIA Supplemental** funds in whole or in part:
  - 2-5 grade AIS teacher
  
- **FSF** funds in whole or in part
  - Equipment
  - Supplies
  - Textbooks
  - After school program that focuses on academic intervention in grades 3-5
  - Inquiry Team meetings
  
- **ARRA RTTT Data Specialist funds in whole or in part:**
  - Data specialist
  
- **OTPS** provides funding for the following:
  - 5% Title One Set Aside for Highly Qualified Teachers
  - 5% Set Aside to Improve Teacher Quality
  - AUSSIE Educational Consultant Professional Development

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Engage in short, frequent cycles of informal and formal classroom observations, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase rigor and effectiveness of their instruction.

The Principal and Assistant Principal will increase the number of frequent formal and informal observations for untenured teachers:

- 1) School leaders will conduct 2-3 informal observations for untenured teachers to provide timely, targeted feedback and support for teachers. This support will accelerate the pace of teacher improvement and student outcomes.
- 2) School leaders will conduct 3 formal observations for untenured teachers to provide timely, targeted feedback and support for teachers. This support will accelerate the pace of teacher improvement and student outcomes.
- 3) Charlotte Danielson's *Framework for Teaching* will be used as a teaching rubric to articulate clear expectations for teacher practice. *Framework for Teaching* will serve as a resource for choosing professional goals. Each component will be used when engaging teachers in professional conversation with school leaders and strengthen instructional practice.
- 4) All teachers will develop a Professional Growth Plan based on the Danielson Framework. This professional growth plan will be instrumental in strengthening instructional practice, inquiry team work and developing units of study.

#### **Comprehensive needs assessment**

Excellent teaching practices are required to increase school-wide achievement. PS 19 has adopted Charlotte Danielson's *Framework for Teaching* as a model for professional growth. This goal is designed to create a mechanism to provide more coaching for teachers based on Danielson's work, and also coincides with the DOE's citywide instructional expectations for 2011, which demand an increase in effective feedback for all teachers.

#### **Instructional strategies/activities**

##### **Operational Strategies**

- Teachers have developed three different leadership roles: Grade Level Leader, Inquiry Team Leader and Grade Website Manager.
- Teachers provide monthly notes and agendas from teacher meetings
- Teachers will set professional teaching goals for themselves in their professional growth plans based on the Danielson model.
- Administrators will conduct informal observations in accordance with the Danielson Framework for Teaching and individual teacher goals
- Grade level leaders order materials needed for their instruction

**Instructional Strategies**

- Teachers will receive professional development from PS 19 Principal, AP and Literacy Coach and CFN 406 on professional growth plans and the Danielson Framework for Teaching
- Teachers voted via Circular 6 to meet and plan on Thursday during professional prep
- Teachers meet with Literacy Coach during daily common preps
- School schedule provides a grade level common prep each day
- Teachers attend CFN 406 professional development conferences when they are held

**Staffing**

- Literacy cluster
- AUSSIE Educational Consultant
- 1 grade K-2 grade AIS teacher (part time)
- 1 grade 3-5 grade AIS teacher (part time)
- Data Specialist

**Scheduling**

- AUSSIE staff developer works with staff and literacy coach bi-monthly to provide targeted professional development in the following areas:
  - 90 minute literacy block
  - 2<sup>nd</sup> Period Push In
  - Extended day
  - AIS K-5

**Decision Making**

- Teachers on the same grade level have common preparation periods each day and meet to discuss student outcomes
- Teachers on the same grade level participate in grade level planning and inquiry work related to common core bundles on their professional period each week. At these meetings, teachers discuss ongoing assessments (listed above) and plan next steps accordingly
- Grade level teams report their progress on their work with the common core bundles at staff conferences

**Strategies to increase parental involvement**

- Our parent coordinator and Literacy Coach conduct workshops twice per month on a range of topics including family mathematics. The ESL teacher provides workshops for parents on math skills and learning English at least two times during the year.
- We have instituted a week of Family Instruction Mornings, one week per month. One day per month, parents are invited into the classroom to observe Math or ELA instruction in order to gain more understanding of the curricula and strengthen the home/school connection.
- Each classroom has 1 or 2 class parent representatives who facilitate communication between the teacher and parents
- Parent coordinator is the liaison between the parents and the school; makes appointments, facilitates communication, etc.
- Conduct Title I Parent Survey annually, as required under Title I
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the administration measure the amount of parent support for various programs and initiatives as well as their general impressions of the school.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Attending citywide or district 1 recruitment fairs, whenever offered
- Use 5% set aside as required under Title I
- 5% Set Aside to Improve Teacher Quality
- Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education. This practice allows us to leverage the fact that PS 19 is located in the vibrant East Village area, which is an attractive area to work for many prospective candidates
- Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB.

### **Service and program coordination**

#### **Students in Temporary Housing:**

- 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 2010-11 this group met 1x per week.

#### **Universal Pre-Kindergarten**

- PS 19 offers two all-day UPK classes
- UPK program provides families with monthly parent workshops on various parenting and educational issues, and the support of additional UPK staff, such as a family worker and a social worker

#### **Universal Feeding**

- All students at PS 19 are able to have free breakfast and lunch every day

#### **Crisis Intervention**

- PS 19 has a specific set of procedures used to provide intervention and support services to students immediately following a crisis.

Immediately following a crisis our team chair (Principal ) will schedule an emergency meeting with all team members to gather the facts and go over the plan for that day and the days to follow. Principal will contact Superintendent to notify him of the crisis and if necessary he will request OYD support as well as the police if necessary. We will notify Dr. Brain Kaplan if our school is in need of extra personal from the District Crisis Team as well as the Community based Organizations and Mental Health Agencies in our neighborhood. A script will be prepared by Janet Chasin (Staff Notification Coordinator) and approved

by Jacqueline Flanagan (Principal and Team Chair) to be disseminated to all teachers. Teachers will be responsible for notifying their classes about the crisis. If teachers need support communicating this information the support staff will be available to assist. Students will learn about any crisis situation from their teacher because they are the most familiar person to them and the school will attempt to keep a sense of normalcy during a crisis. A script will also be prepared for the pupil personnel secretary so she can read to anyone who calls the school. The entire school staff (including office staff) will be on common ground (this is to avoid rumors and miscommunication). During the day of a crisis teachers will be in the halls to greet their students and help calm them. Millie Parales (Crowd Management Coordinator) will also supervise the movement of students in collaboration with the staff. The parent coordinator will send a letter to parents or set up parent meetings to address questions or concerns with the approval of the principal. Anna Constatntatos, guidance counselor) will designate rooms during the school day where students can go express themselves. These rooms will be staffed with guidance, social worker, school psychologist, teachers as well as people from the borough team. Any student who is considered at risk will receive additional support by the school counselor or school psychologist. Students who are considered at risk will have their parents contacted and be referred to an outside agency for on going counseling and support. At the end of the day there will be a meeting for all team members to have the opportunity to debrief.

## **Budget and resources alignment**

### **Funding**

- **Title One** funds in whole or in part:
  - Data Specialist/Assistant Principal (in part)
  - AUSSIE Educational Consultant
  
- **FSF** funds in whole or in part
  - Principal (in whole)
  - Assistant Principal (in part)
  - Administrative equipment and hardware
  - Administrative Supplies
  - Professional Development book
  - Inquiry Team meetings
  
- **ARRA RTTT**
  - Data specialist / Assistant Principal
  - Principal's salary (per session)
  
- **OTPS** provides funding for the following:
  - 5% Title One Set Aside for Highly Qualified Teachers
  - 5% Set Aside to Improve Teacher Quality
  - AUSSIE Educational Consultant Professional Development

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

Increase the school's Student Performance score on the 2011-2012 Progress Report. Specifically, Increase the Student Performance Score on the 2011-2012 Progress Report from 5.2 in 2011 to 6.5 in 2012.

### **Comprehensive needs assessment**

This goal is in response to the fact that: although we showed an increase in points earned on the Student Performance subsection of the Progress Report (from 4.9 in 2010 to 5.2 in 2011) we still received a D in this subsection for both years (2010 and 2011). We will continue to use the Common Core Standards as benchmarks to increase academic rigor and further develop structures for differentiated instruction. Teachers will develop literacy and math tasks aligned to the CCLS and the DOE 2011 citywide instructional expectations.

### **Instructional strategies/activities**

*For ELA:*

#### **Actions:**

- Increase the rigor of ELA instruction for high performing students by integrating the new Common Core Standards during curriculum planning
- Develop rigorous CCLS units of study
- Implement 11 Lexia workstations to increase phonemic awareness and reading skills in grades PK-2.
- Continue to use iStation software in grade 3
- 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.

#### **Operational Strategies**

- Use of AUSSIE consultant to assist staff in the use of the Common Core Standards
- Use of CCLS grade aligned tasks with instructional supports in grade level bundles
- Informal and formal observations based on Charlotte Danielson's revised Framework for Teaching
- 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
- 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
- The inquiry team will be used to increase rigor and differentiation in the TC curriculum
- Reader Theatre
- Software:
  - Imagination Learning (for ELLs)
  - Istation
  - Iready
  - Lexia

### **Instructional Strategies**

- Differentiated Instruction
- Establish individual and group goals in independent reading for students by the end of September 2011
- 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

### **Staffing**

- AUSSIE Educational Consultant
- Literacy Cluster
- 1 grade 3-5 grade AIS teacher (part time)

### **Scheduling**

- AUSSIE Consultant works with staff and literacy coach bi-monthly to provide targeted professional development in the following areas:
  - 90 minute literacy block
  - 2nd Period Push In
  - Extended day
  - AIS K-5

## *For Math:*

### **Actions:**

- Increase the rigor of Math instruction by integrating the Common Core Standards during curriculum planning
- Teacher teams will develop rigorous CCMS units of study
- Self contained grade 4/5 teacher will pilot Singapore Math
- Pilot I-Ready software in grade 3 and 4
- Teachers receive professional development from AUSSIE consultant and use AUSSIE K-5 Math rubrics to evaluate student work and communicate standards to students and families.

### **Staffing**

- AUSSIE Educational Consultant
- K-2 grade AIS teacher (part time)
- 3-5 grade AIS teacher (part time)
- Data Specialist (part time)
- ESL teacher
- School Aide – Parent Outreach (part time)

### **Scheduling**

- AUSSIE Consultant works with staff bi-monthly to provide targeted professional development in the following areas:
  - Implementing CCMS
  - 60 minute math block
  - 2<sup>nd</sup> Period Push In
  - Extended day
  - AIS K-5

### **Operational Strategies**

- Use of AUSSIE consultant to assist staff in the use of the Common Core Standards
- Use of CCMS grade aligned tasks with instructional supports in grade level bundles
- Use of Math 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
- Informal and formal observations based on Charlotte Danielson's revised Framework for Teaching
- 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
- The inquiry team will be used to increase rigor and differentiation in the TC curriculum

### **Instructional Strategies**

- Differentiated Instruction
- Establish individual and group goals in Math for students by the end of September 2011
- Teachers develop, apply and monitor instructional strategies
- Teachers use data from classroom assessments to inform student groups for differentiated instruction

### **Decision Making**

- Teachers on the same grade level have common preparation periods each day and meet to discuss student outcomes
- Teachers on the same grade level participate in grade level planning and inquiry work related to common core bundles on their professional period each week. At these meetings, teachers discuss ongoing assessments (listed above) and plan next steps accordingly

### **Strategies to increase parental involvement**

- Our parent coordinator and Literacy Coach conduct workshops twice per months on a range of topics including family mathematics. The ESL teacher provides workshops for parents on math skills and learning English at least two times during the year.
- We have instituted a week of Family Instruction Mornings, one week per month. One day per month, parents are invited into the classroom to observe Math or ELA instruction in order to gain more understanding of the curricula and strengthen the home/school connection.
- Each classroom has 1 or 2 class parent representatives who facilitate communication between the teacher and parents
- Parent coordinator is the liaison between the parents and the school; makes appointments, facilitates communication, etc.
- Conduct Title I Parent Survey annually, as required under Title I
- Develop and collect Parent Reflection Survey data on every Open School Night. This information helps teachers understand parent concerns about academic growth of their children
- Develop and collect Parent Satisfaction Survey Data on every on every afternoon and evening Parent-Teacher Conference. This information helps the administration measure the amount of parent support for various programs and initiatives as well as their general impressions of the school.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Attending citywide or district 1 recruitment fairs, whenever offered
- Use 5% set aside as required under Title I
- 5% Set Aside to Improve Teacher Quality
- Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education. This practice allows us to leverage the fact that PS 19 is located in the vibrant East Village area, which is an attractive area to work for many prospective candidates
- Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB.

## **Service and program coordination**

### **Students in Temporary Housing:**

- 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 2010-11 this group met 1x per week.

### **Universal Pre-Kindergarten**

- PS 19 offers two all-day UPK classes
- UPK program provides families with monthly parent workshops on various parenting and educational issues, and the support of additional UPK staff, such as a family worker and a social worker

### **Universal Feeding**

- All students at PS 19 are able to have free breakfast and lunch every day

### **Crisis Intervention**

- PS 19 has a specific set of procedures used to provide intervention and support services to students immediately following a crisis.

Immediately following a crisis our team chair (Principal ) will schedule an emergency meeting with all team members to gather the facts and go over the plan for that day and the days to follow. Principal will contact Superintendent to notify him of the crisis and if necessary he will request OYD support as well as the police if necessary. We will notify Dr. Brain Kaplan if our school is in need of extra personal from the District Crisis Team as well as the Community based Organizations and Mental Health Agencies in our neighborhood. A script will be prepared by Janet Chasin (Staff Notification Coordinator) and approved by Jacqueline Flanagan (Principal and Team Chair) to be disseminated to all teachers. Teachers will be responsible for notifying their classes about the crisis. If teachers need support communicating this information the support staff will be available to assist. Students will learn about any crisis situation from their teacher because they are the most familiar person to them and the school will attempt to keep a sense of normalcy during a crisis. A script will also be prepared for the pupil personnel secretary so she can read to anyone who calls the school. The entire school staff (including office staff) will be on common ground (this is to avoid rumors and miscommunication). During the day of a crisis teachers will be in the halls to greet their students and help calm them. Millie Parales (Crowd Management Coordinator) will also supervise the movement of students in collaboration with the staff. The parent coordinator will send a letter to parents or set up parent meetings to address questions or concerns with the approval of the principal. Anna Constantatos, guidance counselor) will designate rooms during the school day where students can go express themselves. These rooms will be staffed with guidance, social worker, school psychologist, teachers as well as people from the borough team. Any student who is considered at risk will receive additional support by the school counselor or school psychologist. Students who are considered at risk will have their parents contacted and be referred to an outside agency for ongoing counseling and support. At the end of the day there will be a meeting for all team members to have the opportunity to debrief.

## **Budget and resources alignment**

### **Staffing**

- AUSSIE Educational Consultant
- 1 grade 3-5 grade AIS teacher (part time)
- 1 grade K-2 grade AIS teacher (part time)
- Data Specialist

### **Funding**

- **Title One** funds in whole or in part:
  - 3<sup>rd</sup> grade teaching position
  - Lexia and i-station software
  - ESL teaching position
  - 2-5 grade AIS teacher
  - AUSSIE ELA and Math Consultants
  - Data Specialist
  - Guidance Counselor
  - School Aide – Parent Outreach
- **Title IIA Supplemental** funds in whole or in part:
  - 2-5 grade AIS teacher
- **FSF** funds in whole or in part
  - Equipment
  - Supplies
  - Textbooks
  - After school program that focuses on academic intervention in grades 3-5
  - Inquiry Team meetings
- **ARRA RTTT Data Specialist funds in whole or in part:**
  - Data specialist
- **OTPS** provides funding for the following:
  - 5% Title One Set Aside for Highly Qualified Teachers
  - 5% Set Aside to Improve Teacher Quality
  - AUSSIE Educational Consultant Professional Development

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Small group work is conducted during our extended day (8:00-8:38 AM) and during our 2<sup>nd</sup> period skills period, when 3 out of classroom 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 K-1 are using Lexia Learning software 2X per week with an intervention provider. The software addresses each student at his/her current academic level</li> <li>• Grade 3 is using Lexia Learning software 2X per week with an intervention provider. The software addresses each student at his/her current academic level</li> <li>• Grade 3 is using i-station software 2X per week (once with technology teacher, once with intervention provider. The software addresses each student at his/her current academic level.</li> <li>• Reports generated by Lexia and istation allow teachers to monitor progress and adjust classroom teaching to address the needs of the students</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 (8:00-8:38 AM) and during our 2<sup>nd</sup> period skills period, when 3 out of classroom teachers push in to assist classroom teachers. AIS teachers (only) pull out students in small groups at other times during the day.</li> <li>• Everyday Math games are used to address the concepts that students have not learned, as identified through Acuity and classroom conferences</li> <li>• Everyday Math Games are emphasized.</li> <li>• Smartboards in grades 2-5 are used to increase interactivity and thus interest in math games for students</li> <li>• I-ready software was purchased in 2011 and will be implemented to support struggling students in grades 3-5 by January 2012. This software addresses each student at his/her current academic level</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>• Small group instruction 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 2010-11 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>• School psychologist has been reduced to 1.5 days per week, and therefore no ongoing at risk counseling services are provided</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>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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Title I Parent Involvement Policy and Parent-School Compact  
for PS 19 (01M019)

**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

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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.

requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; 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 and for developing a PTA website for parents
- 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. A family worker assists exclusively for 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;
- 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 the PS 19 website and distributing a school newsletter 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 meaning 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 will 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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Title I representative and PTA on September 28, 2011.

This Parent Involvement Policy was updated on October 14, 2011.

The final version of this document will be distributed to the school community on October 28, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/CFN</b> <b>406 - ESO</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>019</b>
School Name <b>Asher Levy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jacqueline Flanagn</b>	Assistant Principal <b>Janet Chasin</b>
Coach <b>Corinne Nieves</b>	Coach
ESL Teacher <b>Esperanza Rosales</b>	Guidance Counselor <b>Anna Cosntantato</b>
Teacher/Subject Area <b>Esmahan Succar/Common Branches</b>	Parent <b>Laura Solano</b>
Teacher/Subject Area <b>Milagros Parrales/Special Ed</b>	Parent Coordinator <b>Marivette Cruz</b>
Related Service Provider <b>Joanna Albert</b>	Other
Network Leader <b>Sandra Litrico</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>330</b>	Total Number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>10.00%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 HLIS 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. In the spring of every school year Ms. Rosales administers the NYSESLAT according to NYS regulations and during specified dates for each of the four modalities. She obtains a current RLER from ATS to identify all students eligible to take the NYSESLAT, which are the students she has been working through the school year. She maintains accurate records of all students as they complete each section and incorporates make-up sessions when needed in order for all modalities to be complete when submitted to scoring center.

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. Pinales 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 Manderin.

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. Within 10 days of ELL identification Ms. Rosales, holds necessary parental meetings and informational sessions. During these meeting parents are provided with information of programs and choices. Once they have understood information and watched the parent video they are able to complete the Parent Survey and Program Selection Forms. Once complete Ms. Rosales distributes copies to an ELL binder kept in the principals office and retains a copy for her record keeping as well. At this meetings Ms. Rosales distributes the entitlement letters to parents of ELLs. Parents of current ELLs are sent the Continued Entitlement letter of services the first week of school. Throughout this process Ms. Rosales remains in contact with parents and keeps them abreast of any upcoming changes in their childs education through informal and scheduled 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. The parent coordiantor, Ms. Cruz works closely with Ms. Rosales in coordinating parent meetings and providing the parents with times and dates and conveying this information to them in timely manner.

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. All placement letters are distributed to parents of ELLs during meetings in their native language, and copies are kept in the principal's office in an ELL binder and Ms. Rosales also keeps copies for her records in the ESL room. All are sent home if parents are not able to attend.

Entitlement and continued entitlement letters are provided to parents during the first few days of school at meetings offered by the ESL teacher pertaining to all ELLs. If Continued Entitlement parents do not attend any of these meetings, the letters are sent home to parents.

5. In the past few years according to the Parent Survey and Program Selection, the trend in program choice is between 95 and 100% for English as a Second Language.

6. Last year, 98% 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\* 1\* 2\* 3\* 4\* 5\*  
6● 7● 8● 9● 10● 11● 12●

### This school offers (check all that apply):

Transitional bilingual education program	Yes● No*	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														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	33	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

	ELLs by Subgroups									Total
	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	
TBE										0
Dual Language										0
ESL	22		6	11		5				33
<b>Total</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ 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	4	1	1	1	4	1								12
Chinese	0	4	0	4	0	2								10
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French				1		1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	0	1	2									8
<b>TOTAL</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>33</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs

## A. Programming and Scheduling Information

within the least restrictive environment?

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.

## A. Programming and Scheduling Information

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. All incoming Spanish speaking students who require it are given the Spanish Lab R by the ESL teacher.

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

5.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.

5.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.

5.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.

6. Our school is utilizing two different software programs to provide support and accelerate English language learning for ELLS with disabilities. They are: Lexia Learning software which provides native language support in Spanish and Istation. These programs provide detailed progress reports for the students which teachers use to provide more targeted instruction in weak areas. The ESL teacher works closely with the classroom teacher and other providers as per the student's IEP, and coordinates and plans accordingly to ensure that student is receiving grade-appropriate instruction while adhering to IEP mandated services and goals.

7. The ESL teacher pushes into 12:1:1 classrooms to provide targeted instruction to ELLS WD without disrupting their schedule within the classroom. The technology teacher (who is also a licensed special education teacher) works with ELLS with disabilities during extended day to provide access to Imagine Learning software and individual tutoring. The SBST considers mainstreaming for ELL students with disabilities at annual review meetings, and makes a decision based on the individual student's strengths and weaknesses. The physical education teacher schedules 12:1 classes with general education classes to maximize the exposure of ELLS with Special needs to their non-disabled peers.

### Courses Taught in Languages Other than English ⓘ

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

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

**Class/Content Area**

**Language(s) of Instruction**

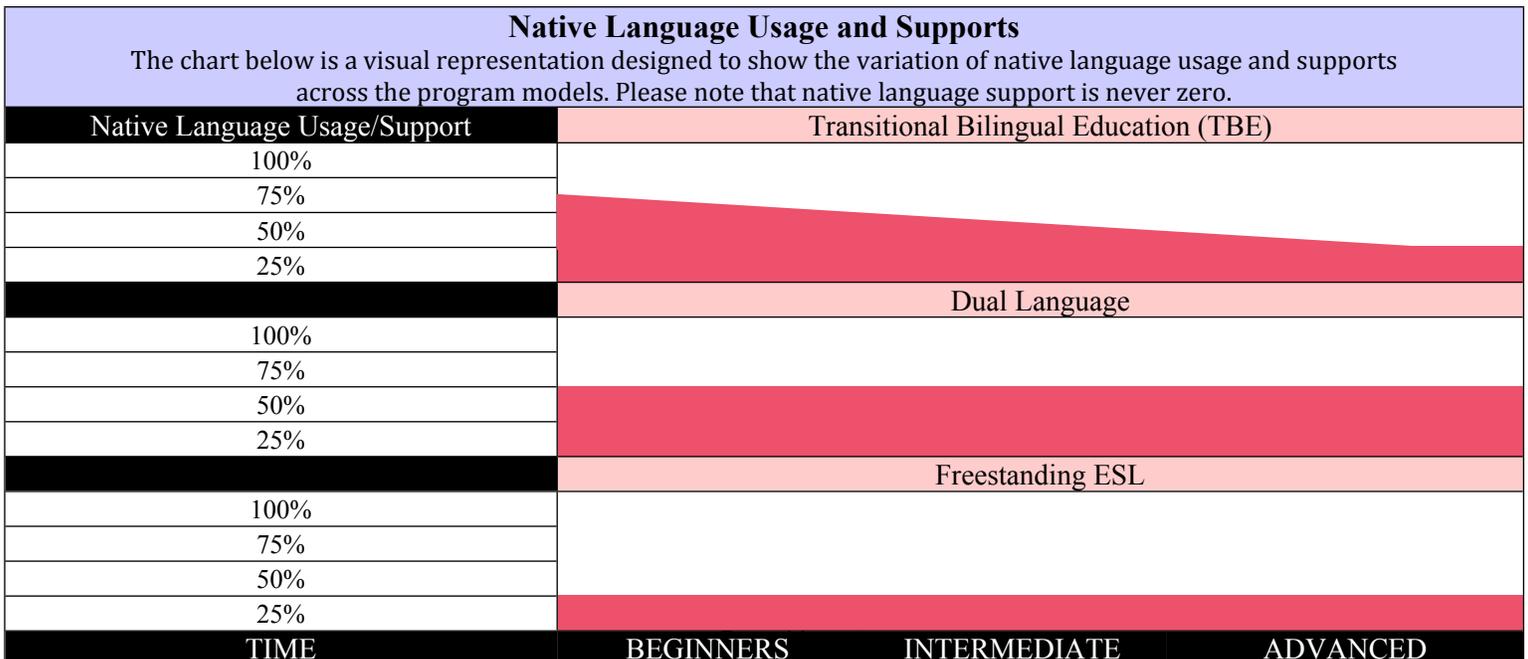
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8.

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

9. 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 of reaching proficiency in the NYSESLAT. All the testing accommodations are implemented

## B. Programming and Scheduling Information--Continued

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

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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:

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- Everyday Math Games are emphasized.

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## 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.

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- Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers by Patricia A. Richard-Amato, Marguerite Ann Snow

The ELL network advisor will attend 3 sessions, to provide feedback on the work and additional information.

The ESL teacher, in conjunction with the ELL network administrator will provide 2-3 PD sessions to the entire staff at faculty conferences. Topics will include:

- Nuts and Bolts – Types of ESL Programs,
- Role of the ESL Teacher, and
- How ELLs are Identified;
- ELL Strategies for the Classroom Teacher; and
- ESL Strategies in the Content Areas
- Acclimating newcomers to the school community

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). The Assistant Principal has created a spreadsheet to monitor teachers' progress towards meeting the Jose P. Mandate, both in school and outside of school. The AP collects certificates and sign in sheets record hours towards requirement.

The Guidance counselor attends PD at the Manhattan ISC and then meets with the families of ELLS articulating to 6th grade. The Guidance Counselor works with ESL teacher to place students in middle school with appropriate ELL programming.

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.

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### 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)?

Paste response to questions 1-5 here

Expectations for the Common Core Standards and incorporation of ELL's work. This PD will center around two books:

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## 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.

The administration invites all families into the classroom on a monthly basis for family instruction mornings. Many parents of ELLs attend. Parents leave with a better understanding of the curricula and activities they can do at home to help their children.

PS 19 has an active PTA which includes ELL parents. The PTA conducts fundraising events such as bake sales, picture day, box tops for education program, book worm activity night, and Halloween family night.

The PTA also sponsors a uniform exchange program for parents

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. The ESL teacher holds individual meetings with each ELL and his/her parents when he/she articulates to middle school. Middle school choices and continuation of ESL services are discussed.

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.

- The Parent Coordinator distributes Parent Satisfaction Surveys at Fall and Spring Open School to solicit feedback from parents. Survey data is analyzed by the ESL teacher, the Principal, the AP and the parent coordinator.

The parent coordinator and the ESL teacher work together to register ELLs, assess the needs of the family and provide information about the community and the school.

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

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Parent Workshop Topics Include:

Promotional Criteria for ELL Students

P.S. 19 Student Learning Expectation /Expectativas para el Aprendizaje del Estudiante

Understanding Reading Levels

The Reading Workshop Mini Lesson Classroom Tour

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Parent Workshop Topics Include:

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Understanding Reading Levels

The Reading Workshop Mini Lesson Classroom Tour

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Understanding Reading Levels

The Reading Workshop Mini Lesson Classroom Tour

Understanding the Writing Process /Comprensión del Proceso de la Escritura

## 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

# 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)		4		2		2								8
Intermediate(I)		2		2	2									6
Advanced (A)	6	2	1	4	3	2								18
Total	6	8	1	8	5	4	0	0	0	0	0	0	0	32

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		2	1	2	1	3							
	P		4		6	4								
READING/ WRITING	B		1		2		2							
	I		2		1	2								
	A		3	1	4	3	2							
	P													

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	0	1	0	1	0	3
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. We use the TC Student Assessment System along with TC Assessment Pro to assess early literacy skills of ELLs. The TC Student Assessment System uses Fountas and Pinnell Reading levels, as well as other assessments of ELA skills such as phonics and spelling to determine a student's ELA proficiency. In addition, during the 2011-12 school year, we are piloting the use of Reading Tracker, software created by the DOE to track student reading performance. Both of these software programs allow both the ESL and classroom teacher to track the progress of ELL students.

2. Approximately 75% 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. 58% of students have reached the Proficiency level on the NYSESLAT in Listening and Speaking. 53% 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 coach and instructional support specialists to ensure that all students' needs are met.

4a.

On the English Language Arts exam and the New York State Mathematics exam, ELLs scored at a lower level than their English dominant counterparts. During the 2010-11 school year, one student took Math and Science assessments in his native language. He scored a 1 on both tests, however this student arrived in the US with extremely low native language literacy skills. The students who make the fastest education gains, are the students who arrive with a high level of native language skills. On the NYSESLAT, there is often a performance dip between first and second grade, when ELLs switch from taking the K-1 band of NYSESLAT exams and advance to the 2-4 band of exams.

### 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

## Part VI: LAP Assurances

School Name: <u>PS 19</u>		School DBN: <u>01M019</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Flanagan	Principal		12/1/11
Janet Chasin	Assistant Principal		12/1/11
Marivette Cruz	Parent Coordinator		12/1/11
Esperanza Rosales	ESL Teacher		12/1/11
Laura Solano	Parent		12/1/11
Esmahan Succar	Teacher/Subject Area		12/1/11
Milagros Parrales	Teacher/Subject Area		12/1/11
Corinne Nieves	Coach		12/1/11
	Coach		1/1/01
Anna Constantatos	Guidance Counselor		12/1/11
Sandra Litrico	Network Leader		12/1/11
	Other		12/1/11
Joanna Albert	Other <u>Speech Teacher</u>		12/1/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 01M019**      **School Name: Asher Levy**

**Cluster: 04**      **Network: CFN 406**

**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 Arabic. Other languages that students and parents speak are Albanian, Korean, German, Bosnian, Taglog 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.

The ESL teacher presents this information at the faculty confernece in November of each year. In addition, teachers are given a copy of the CEP each year, which includes all of the ELL data.

## 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 gifted and talented testing, etc. We create flyers of upcoming events at the school in 3 languages, English, Spanish and Chinese. Our ESL teacher often uses babelfish.yahoo.com to produce quick written translation in a variety of languages. The principal puts out a monthly newsletter which is distributed in English and Spanish. The ESL teacher notifies ESL parents about Title III events in 3 languages, English, Spanish and Chinese. The ESL teacher uses volunteer translators such as family members and friends for translation of low incidence languages, such as Tagalog.

During the 2011-2012 school year, we plan to continue utilizing the Language Translation and Interpretation Unit to help us serve these populations. We rarely have had occasion to use an outside vendor for written translation services.

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

We have 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 Arabic have typically been difficult to provide, however we have found the Language Translation and Interpretation Unit to be very helpful in serving these populations. We use outside vendors for oral translations of exams, such as the NYS Math exam in low incidence languages such as German or Bengali. One of our PreK teachers is fluent in both Cantonese and Mandarin, and provides oral translations in those dialects.

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>.

A. School includes Parents Bill of Rights in the parent handbook. ESL teacher distributes copies to families that need translations provided on the DOE website.

B. ESL teacher has posted in a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services by the main entrance, near the main office and in vestibule outside of the auditorium. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. PS 19's school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Signs in the most covered languages are posted at the front door near the safety agent. In addition the safety agent contacts the ESL teacher or parent coordinator when a parent entering the building requires language assistance. The Safety Agent also has the contact information for the DOE Translation Unit in the event that an interpretation over the phone is needed.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. This requirement is not applicable to PS 19, as our most common occurring languages are Spanish and Chinese.

E. The ESL teacher and school staff direct parents to the The Department's website when applicable.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">PS 19</a>	DBN: <a href="#">01M019</a>
Cluster Leader: <a href="#">Chris Groll</a>	Network Leader: <a href="#">Sandra Litrcó</a>
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ESL After School program will run from October 25, 2011 - March 20, 2012 for a total of 35 after school sessions of 1.5 hours each. The focus of the ESL After-School program will be on using photography as a medium of learning the English language. The instructional program will consist of promoting English language development to support content areas through the use of photography. Students will use the study of photography to develop academic vocabulary in the areas of literacy, social studies, and science by exploring their surroundings thru the camera lens and completing projects and report back on their findings. The ESL certified teacher will plan with the participating content area teacher on projects and activities to ensure that ESL methodologies and strategies are incorporated during these activities to make the content accessible to all participants. The ESL certified teacher will work closely with all the students during the afterschool program to provide support during projects and activities to promote use of academic vocabulary through valuable practice and in expressing this language through oral and written activities. 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 and on the school website for the school community to enjoy.

The ESL After School program will begin with an introductory course on photography and cameras. Students will become familiar with the art of photography and the many uses of a camera. Memory cards, photo paper, printer cartridges and books on photography will also be purchased. 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.

During the afterschool program we will also incorporate Imagine Learning English as a supplemental program to our afterschool photography program, 30 minutes per session. Imagine Learning English provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners.

This computer program teaches academic language using content area topics. It also develops literacy skills, vocabulary development, and provides additional support for newcomers in the areas of listening and speaking. Teachers are provided with assessments and progress reports to track student learning and progress. These reports are shared with parents in their native languages.

The group meets two times per week, for 1.5 hours from 3PM to 4:30PM. The following number of ESL

## Part B: Direct Instruction Supplemental Program Information

students are served:

K- 1

1- 6

2- 0

3- 6

4- 5

5- 3

The language of instruction is English. The students speak 6 languages (Spanish, Chinese, German, Indonesian, Tagalog and Bengali. The program is conducted by two teachers, one ESL certified teacher, and one common branch teacher. Both teachers speak Spanish and English.

The subgroups for the participating students are as follows:

Newcomers: 3

Beginners: 5

Intermediate and Advanced: 13

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

There are two teachers in the Title III afterschool program: our certified ESL teacher Esperanza Rosales, and Milagros Parrales, a licensed special education teacher.

Ms. Rosales, the ESL teacher, attends workshops offered by the CFN 406 Network to stay current on new methodologies, laws and mandates, and relates the materials to the staff to help develop a full and rich curriculum. The ESL teacher incorporates knowledge gained at these sessions into the Title III after school program.

During the Summer of 2011 Ms. Parrales, the second teacher, attended an ARIS workshop with an ELL data component, offered through the NYC DOE. This training was helpful when selecting ELLs for the Inquiry group described below.

During the 2011-2012 school year, Ms. Rosales will facilitate a school-wide activity which will include Ms. Parrales, 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

### Part C: Professional Development

the opportunity to enjoy the celebration.

Ms. Rosales and Ms. Parrales, along with other teachers, attend monthly PD sessions with an Aussie consultant, who works on implementing the Common Core Curriculum and devotes time in each session to the needs of ELLs.

Ms. Rosales will facilitate an Inquiry Group which will follow the inquiry study model and will target ELLs scoring between a level 1 and low level 3 on the ELA and/or ELLs scoring in the beginning/intermediate level on the NYSESLAT in grades 3, 4 and 5.

The Inquiry Group will study 5 Teachers College Reading and Writing units of study, 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 curricula.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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.

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

**Part D: Parental Engagement Activities**

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.

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

During the month of April 2012, parents will participate in and attend a multicultural celebration involving different ethnic dishes made by the families in our ESL population. At this celebration students will display and explain the work that they have completed in the afterschool program.

When parents are invited to participate in activities at PS19, the ESL teacher sends written notices home in all of the languages in which translations are available. Occasionally a parent speaks a low incidence language such as Tagalog, in which case the ESL teacher tries to provide an interpreter to relay the information. In addition, the ESL teacher can discuss events in Spanish with Spanish speaking families.

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>8,083.03</u>	<u>106 hours of per session for ESL and General Ed teacher : 106 x \$50.06 (current teacher per session rate with fringe) = \$5,306.36</u> <u>and 53 hours of administrative per session at \$52.39/hr = \$2,776.67 (includes fringe)</u>  <u>Title III program is the only operational after-school program in the building on the days that it is run.</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> </ul>	<u>496.97</u>	<u>memory cards for cameras</u> <u>batteries for cameras</u> <u>ink jet photo paper</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	<u>1,500.00</u>	<u>Imagine Learning language development software packages for after school program</u>
Travel	<u>0</u>	
Other	<u>1,120.00</u>	<u>Parental Involvement</u>
<b>TOTAL</b>	<b><u>11,200.00</u></b>	