



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 19 ASHER LEVY
DBN (i.e. 01M001): 01M019
Principal: JACQUELINE FLANAGAN
Principal Email: JFLANAGAN@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jacqueline Flanagan	*Principal or Designee	
Dennis Gault	*UFT Chapter Leader or Designee	
Amy Kirk	*PA/PTA President or Designated Co-President	
Diana Soltren	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Ana Gambaro	Member/ parent	
Andrea Jenei	Member/ parent	
Enrique Diaz	Member/ parent	
Blanca Cap	Member/ parent	
Gladys Legrand	Member/ parent	
Milly Parrales	Member/ staff	
Nicole Connolly	Member/ staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of teachers will develop a deep understanding of Domains 2 and 3 of Charlotte Danielson's Framework for Teaching (The Classroom Environment and Instruction) by focusing on lesson design, questioning and discussion techniques, as measured by teacher ratings in Advance.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While 95% of parents who responded to the School Survey in 2012-2013 felt that "My child's school has high expectations for my child. (8.4)" and "My child's school is preparing my child well to be promoted to the next grade level or graduate. (8.5)", our 2013 NYSTP results (16% at levels 3 or 4 in ELA and 32% at levels 3 or 4 in Math) indicate that teacher practice must be significantly shifted towards developing more sophisticated student thinking and discourse in order to meet the demands of the Common Core Learning Standards.

Periodic Assessment data and teacher observation over the last 4 years has showed a consistent and stubborn pattern of high performance on literal questions in both ELA and Math, and comparatively low performance on complex questions which require synthesis, comparison and argument. Third party evaluations of our school confirm this, and in fact our 2012-13 Quality Review Areas for Improvement (AFI) report noted that our school should "further refine academic tasks to elevate rigorous habits and higher order skills across grades and subjects to ensure that individual groups of students demonstrate their thinking (1.1)."

In addition, teacher mastery of Danielson's Domains 2 and 3 is essential in order to move our students toward meeting the higher standards referenced in the Citywide Instructional Expectations which state that "students must experience rigorous instruction, (QI 1.1, 1.2, 1.4, 3.4), Teachers must shift classroom practice (measured by the Danielson Rubric) (QI 1.2), and School leaders must actively support teacher growth. (QI 1.2, 4.1, 4.2)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Principal and Assistant principal will conduct 6 informal observations of each teacher per year and measure performance against Danielson's Domains 2 and 3.
2. Teachers will conduct intervisitations of their choice in order to observe best practices of their colleagues, with an emphasis on the school wide goals of developing multiple entry points when presenting complex material
3. Teachers who are mentors of new teachers will be monitored closely by the administration and place and emphasis on developing teacher practices, which result in higher order thinking skills.
4. Teachers will attend network sponsored professional development in the areas of the Danielson Framework, text complexity, and Common Core Learning Standards.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Network Achievement Coach and training resources offered by the DOE.
2. Instructional coach will coordinate intervisitation among teachers in consultation with the Principal and Assistant Principal.
3. 3 Mentor teachers and their mentees.
4. Classroom teachers are scheduled for professional development by the principal, assistant principal and instructional coach.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 90% of teachers evaluated in Advance during the 2103-14 school year will achieve an overall rating of effective or highly effective.
2. 100% of participating teachers will conduct at least 2 intervisitations during the school year.
3. 100% of mentored teachers will receive at least 2 hours of mentoring per month, as recorded by the MTS.
4. 75% of classroom teachers will attend at least 1 workshop in the area of the Danielson Framework, text complexity or the Common Core Learning Standards.

D. Timeline for implementation and completion including start and end dates

1. All listed activities will begin in September 2013 and be completed by June 15, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Principal and assistant principal will develop a schedule for observations ensuring they are shared and appropriately spaced to allow for maximum growth of teacher practice.
2. Instructional Coach will monitor intervisitation and provide instructional support in the classroom, as well as via email to all teachers involved.
3. MTS emails and website will be used to monitor mentoring. Instructional Coach will meet with all mentors and mentees two times per year.
4. Instructional coach, assistant principal and principal will respond to email invitations, network publications and citywide PD offerings in order to dispatch teachers to appropriate PD sessions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Principal and assistant principal present overview of CCLs and Teacher Evaluation System at monthly PTA meetings
- Instructional coach and Parent Coordinator host 18 parent workshops per year to teach parents about the CCLS and teacher evaluation system and give support to parents as they help their children prepare for the NYSTP.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase the Average ELA Student Proficiency score of students in grades 3, 4 and 5 from 2.36 in in 2012-2013 to 2.50 in 2013-2014, as measured by the 2014 ELA NYTP and reported in the on 2013-14 NYC Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While the most recent QR (2012-13) gave generally positive feedback to our ELA instruction delivery, the Areas for Improvement (AFI) section also noted: the school "should strengthen the use of common assessments to support key standards in all content areas so that teachers make effective adjustments to meet student-learning needs. (2.2)"

Our lackluster school wide average student proficiency score on the NYS 2013 ELA Common Core Aligned exam is 2.36, which is the average rating within our peer group, and significantly below the city average of 2.53. The NYSTP 2013 ELA item analysis indicates that our students need additional support in order to read closely and write opinion pieces on topics or texts, supporting a point of view with reasons and information.

These observations led the administration, teachers and the SLT to conclude that a more cohesive, CCLS aligned ELA curriculum with a strong internal common assessment system was needed in order to improve ELA performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. We will begin using (Pearson) ReadyGen Reading and Writing curriculum in grades K-5, which is aligned to the Common Core. This curriculum will help teachers

achieve their goals with regard to instructional shifts for 2013-14 which are:

- ✓ Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.
 - ✓ Actively participate in their own development as teachers, supported by the implementation of a new system of teacher evaluation and development.
2. Conduct 5-10 meetings with Generation Ready (formerly AUSSIE) Literacy Education Consultant to implement ReadyGen effectively and develop grade level planning strategies. Follow up with weekly grade level teacher team meetings.
 3. Use Capstone Digital E-Books *Pebble Go* online reading program for students in Kdg – 3rd Grade
 4. Continue to use the interactive nature and innovative software on I pads, laptops and Smartboards in grades 3-5 to engage students and increase the rigor of instruction in Reading, Writing, Science and Social Studies
 5. Response to Intervention (RTI) will be implemented and developed for all students in the area of reading in grades K-5. Teachers will use multi-tiered instruction and intervention within the ReadyGen ELA curriculum to ensure all students have equal access to high-quality, differentiated instruction
 6. In alignment with the 2012-13 Special Education Reform, grade level teachers will plan in advance for multiple access points and engaging students in rigorous learning experiences. The School Implementation Team will plan and provide professional development for both general and special education teachers

2. Key personnel and other resources used to implement each strategy/activity

1. Instructional Coach, Assistant Principal, Grade Level Curriculum Teams, Inquiry Teams, Network Instructional Staff, NYSTL funds, Generation Ready Literacy Educational Consultant, Instructional Coach, Data Specialist (, Assistant Principal), ESL teacher, CFN 406 Staff Developers
2. Instructional Coach, Assistant Principal, Generation Ready Literacy Education Consultant, teacher teams
3. Instructional coach, Assistant Principal, classroom teachers, Grade Level Curriculum Leaders
4. Instructional coach, Assistant Principal, classroom teachers, Grade Level Curriculum Leaders, AP
5. Data Specialist (Assistant Principal), Instructional coach, classroom teachers, AIS provider (part time)
6. Pupil Personnel Team, School Implementation Team

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Average ELA student proficiency will reach 2.50 on the New York City Progress Report 2013-12014
2. Prinipal and Assistant Principal will see evidence of grade level planning stratagies during observations (6x per year)
3. 70% of students in grades K-2 will show improvement on the NY City Performance Tasks in grades K-2 (October 2013 and March 2014)
4. 70% of students in grades K-2 will show improvement on the NY City Performance Tasks in grades K-2 (October 2013 and March 2014)
5. ReadyGen unit assessments data will show an upward trend from September 2013 through May 2014
6. At least 2 school wide Professional Development sessions will be reported in PPT and SIT meeting notes by June 2014

4. Timeline for implementation and completion including start and end dates

1. New York City Progress Report 2013-12014, November 2014, ELA NYSTP results in June 2014, Results of ELA MoSL Performance Assessments in grades K-2 in June 2014, ReadyGen unit assessments (monthly), TC Assessment Pro results (September 2013, November 2013, March 2014 and June 2014)
2. Periodic Assessments in grades 3-5 (October 2013 and March 2014),
3. NY City Performance Tasks in grades K-3 (October 2013 and March 2014)
4. NY City Performance Tasks in grades K-3 (October 2013 and March 2014)
5. ReadyGen unit assessments (monthly)
6. Monthly PPT and SIT progress notes

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional coach meets weekly with grade level groups of teachers on common preps to develop strategies for ReadyGen lesson planning
2. 1 meeting every 6-8 weeks with Generation Ready Literacy Education Consultant
3. Instructional coach meets with teachers to help plan differentiated instruction; Technology teacher and Assistant Principal facilitate students' use of online materials from home during weekly meetings with class.
4. Instructional coach meets with teachers to help plan differentiated instruction; Technology teacher and Assistant Principal facilitate students' use of online materials from home during weekly meetings with class. Assistant Principal supports technology in the building on an ongoing basis.
5. RTI teacher meets with Assistant Principal on a monthly basis to review AIS students and their progress

6. PPT and SIT teams meet monthly with the Assistant Principal

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Instructional coach and Parent Coordinator host 18 parent workshops per year to teach parents about the CCLS and give support to parents as they help their children prepare for the NYSTP.
- Monthly Family Instruction Mornings allow parents to see instruction based on CCLS
- Monthly newsletter from Principal includes curricular updates
- Email blasts from class Parent Representatives describe curriculum and related field trips and projects
- Principal discusses curriculum at monthly PTA meeting during the Principal's report

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Tax Levy Core Curriculum Support
- City-wide Instructional Expectations
- ELA and Math Student Support Funding
- Tax Levy MoSL
- Tax Levy Literacy Assessment Program

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will raise the Average Student Proficiency in Mathematics for students in grades 3, 4 and 5 from 2.56 to 2.75, as measured by the 2014 NYS Math Exam and reported in the 2013-2014 Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The PS 19 Quality Review Feedback report (2012-2013) indicated that "...there are gaps around math curriculum planning, and rigor of math tasks. In spite of the school's efforts to consistently use math supplements, CCLS library math bundles, and create math support tools, there is not yet a school-wide approach to strengthen instructional math work." School level conversation around this observation factored heavily into the SLT's recommendation to adopt the GoMath curriculum for the 2013-2014 school year.

Our 2013 progress report indicates that our Average Student Proficiency rating in Math is 2.56. However, our peer group Average Proficiency Ratings go up to 2.87. We would like to bridge the gap between our Average Student Proficiency rating and that of our highest performing peer.

Our early grade progress in Math is notable; 3.41 which earned 8.87 points out of 10 for that subsection. However, this rate of growth is not sustained as students go from 3rd to 5th grade. One reason may be the following: Data from 2013 Individual Student Reports in Mathematics for grades 4 and 5 may provide reason for this trend: Of the three curricular strands that the report details, our students consistently score lowest in the Operations and Algebraic Thinking strand. We believe that this is because this strand requires students to "use the four operations—addition, subtraction, multiplication, and division—to solve problems, including solving **multistep word** problems. Students solve problems using drawings and equations with a symbol for an unknown quantity and interpret remainders. Students also factor whole numbers between 1–100 as well as generate number or shape patterns that follow a given rule." We believe that the implementation of GoMath, an inquiry focus on the Operations and Algebraic Thinking strand will boost our students' performance in this area and thus raise our Average Student Proficiency rating.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. We will use the (Houghton Mifflin Harcourt) GoMath curriculum in grades K-5, which is aligned to the Common Core. This curriculum will help teachers achieve their goals with regard to instructional shifts for 2013-14 which are:
 - ✓ Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.
 - ✓ Actively participate in their own **development** as teachers, supported by the implementation of a new system of teacher evaluation and development.

The GoMath Workshop Model Includes:

 - ✓ Engage
 - ✓ Teach & Talk
 - ✓ Practice
 - ✓ Summarize
 - ✓ Include Student Conferences and Small Group Instruction
 - ✓ Manipulates are an integral part of lessons
 - ✓ Each unit also contains mid-chapter checkpoint, performance task and chapter test
2. Grade level Inquiry Teams will focus on Operations and Algebraic Thinking as it applies to their specific grade level. Vertical Inquiry Team meetings will provide a vehicle to discuss Inquiry Teams results and determine best practices.
3. Continue to use I-Ready software in grade 3 and 4
4. Teachers receive professional development from Generation Ready Math Education Consultant, and use Generation Ready K-5 Math rubrics to evaluate student work and communicate standards to students and families.

2. Key personnel and other resources used to implement each strategy/activity

1. Instructional Coach, Assistant Principal, Generation Ready Math Education Consultant, Parent Coordinator, School Aide (parent outreach)
2. Inquiry Team Leaders, School Based Instructional Leads, Data Specialist – Assistant Principal, Network Achievement Coach
3. Instructional Coach, Data Specialist (Assistant Principal)
4. School Based Instructional Leads, Generation Ready Math Education Consultant, Guidance Counselor, Network Achievement Coach
5. Network Achievement Coach, Instructional Coach, Principal and Assistant Principal (classroom observations)

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Average Student Proficiency in Mathematics on the 2013-2014 New York City Progress report will be 2.75. GoMath Unit Assessments will demonstrate an upward trend between September 2013 and June 2014, Schoolnet Periodic Assessments will improve between October 2013 and March 2014.
2. Grade Level Inquiry Team Results will reveal best practices in the area of Operations and Algebraic thinking.
3. In October 2013, 15% of students in grades 3-5 scored between 50-100% correct on Operations and Algebraic Thinking items on the Fall Benchmark Exam. In March 2014, 25% of students will score between 50-100% correct on the Spring Benchmark on that same standard.
4. 50% of teachers will receive GoMath professional development between September 2013 and March 2014.

4. Timeline for implementation and completion including start and end dates

1. NYS Math Exam April 2014
2. GoMath Unit assessments approximately monthly
3. Inquiry Team Results: discussed at monthly Vertical Team Meetings; presented by grade level inquiry teams at June 2014 faculty conference
4. Periodic Assessment in Math 2 x per year, in October 2013 and April 2014
5. Professional Development: ongoing

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. **GoMath:**

- Teacher Per Session provides funding for the following:
 - ✓ After school program that focuses on academic intervention in grades 3-5
 - ✓ School-Based Instructional Leads before or after school meetings
- School Implementation Team will provide professional development to ensure all staff is prepared to serve all students and other related topics related to implementation of the special education reform
- Use of Generation Ready Math Education Consultant to assist staff in the use of the Common Core Standards

2. Inquiry Teams

- The inquiry team and school-based instructional leads will assist in the implementation of the citywide instructional expectations, CCMS, the implementation of the special education reform and the use of the common framework for teaching, as well as in how to integrate these elements to support school leadership in moving the school's instructional agenda
- Teacher Per Session provides funding for the following:
 - ✓ After school program that focuses on academic intervention in grades 3-5
 - ✓ Inquiry Team meetings before or after school meetings
- In alignment with the 2012-13 Special Education Reform, grade level teachers will plan in advance for multiple access points and engaging students in rigorous learning experiences. The School Implementation Team will plan and provide professional develop for both general and special education teachers
- The following portions of the school schedule are used to provide support and differentiated instruction for students who are not meeting their annual and interim academic goals and accelerate their progress:
 - ✓ 60 minute math block
 - ✓ Extended day
 - ✓ AIS 3-5

3. I-Ready

- NYSTL funds used to purchase I-Ready software
- PTA will raise funds to purchase I-Ready consumable materials
- Per session funds will be used to pay the teachers for training and after school program

4. Generation Ready

- OTPS and Title One funds in whole or in part: Generation Ready Math Education Consultant
- Generation Ready Math Education Consultant works with staff bi-monthly to provided targeted professional development in the following areas:
 - ✓ Implementing CCMS
 - ✓ 60 minute math block
 - ✓ Extended day
 - ✓ AIS K-5
 - ✓ ECAM

5. Instructional Strategies

- 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
- Periodic distribution of professional literature to address identified needs (e.g., *Number Talks*, Author: Sherry Parish, Publisher: Scholastic)
- Informal and formal observations based on Charlotte Danielson's revised Framework for Teaching 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 (Assistant Principal) and instructional coach
- 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
- Differentiated Instruction
- Establish individual and group goals in Math for students by the end of September 2013
- Teachers develop, apply and monitor instructional strategies
- Teachers use data from classroom assessments to inform student groups for differentiated instruction
- Teachers will reorganize math content to coordinate with CCMS and to teach fewer topics in a way that provides deeper understanding of those key topics. An emphasis will be placed on the 6 Common Core Instructional Shifts in Mathematics to provide rigorous and targeted instruction
- Teachers will teach students to choose appropriate math tools and apply mathematical concepts in using these tools

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct Parent Learning Expectation Workshop Series. Workshops are conducted on a bi-weekly basis, beginning in October 2013, and led by Parent Coordinator and Instructional Coach. Topics include but are not limited to: Common Core Learning Standards, Science and Technology curriculum overviews, NYSTP, Teaching Math at home and Reading Aloud to your Child.
- Conduct Family Instruction Morning each month. Each Month, parents are invited into their child's classroom to spend the morning. Teachers model reading and math strategies that can easily be reinforced at home. Parents get an opportunity to be and active part of the school community, and develop a deeper understanding of classroom instruction and the CCLS.
- Develop and distribute PS 19 Parent Handbook. This handbook explains all of the relevant policies and procedures each family must be familiar with. This common understanding helps staff and families work together toward common goals relating to curricula and homework expectations as well as punctuality and attendance.
- Choose Parent Representatives for each classroom. This parent liaison facilitates communication between the school and the parents in each class. It is also another opportunity for parents who would like to take an active role at the school.
- Develop PS 19 website. This website provides parents with more information about the school and their child's classroom.
- Support PTA run activities such as the annual Bookworm Party. This event invites parents into the school one evening each year for a read along party and dinner with their children.
- Send monthly Principal's Newsletter. This newsletter, back packed home with students, keeps parents up to date on activities and announcements at PS 19.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Tax Levy Core Curriculum Support
- City-wide Instructional Expectations
- ELA and Math Student Support Funding
- Tax Levy MoSL

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. **Strategies/activities that encompass the needs of identified subgroups**
1.
2. **Key personnel and other resources used to implement each strategy/activity**
1.
3. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
4. **Timeline for implementation and completion including start and end dates**
6.
5. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

6. **Strategies/activities that encompass the needs of identified subgroups**
1.
7. **Key personnel and other resources used to implement each strategy/activity**
1.
8. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
9. **Timeline for implementation and completion including start and end dates**
1.
10. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Lexia Learning software • i-station software • Imagine Learning • A-Z Reading • Recipe for Reading • Comprehension Toolkit 	Small group tutoring sessions	before and after school
Mathematics	<ul style="list-style-type: none"> • Teachers use RTI resources in GoMath to differentiate instruction for struggling students. RTI groups are included in daily lesson plans. • Games are used to address the concepts that students have not learned, as identified through NYC Performance Tasks, GoMath Unit tests, Interim Assessment and classroom conferences • Smartboards in grades 2-5 are used to increase interactivity and thus interest in math games for students • I-ready software addresses each student at his/her current academic level 	Small group tutoring sessions	before and after school
Science	<ul style="list-style-type: none"> • 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 	Small group tutoring sessions	during school day
Social Studies	<ul style="list-style-type: none"> • Small group instruction, push-in support from push in and SETSS teacher and test sophistication for 5th grade students. 	Small group tutoring sessions	during school day
At-risk services (e.g. provided by the	<ul style="list-style-type: none"> • Guidance counselor provides daily 	<ul style="list-style-type: none"> • Small group sessions 	<ul style="list-style-type: none"> • During school day

Guidance Counselor, School Psychologist, Social Worker, etc.)

services to students who have mandated counseling on their IEPs

- Provides services to non-mandated students when the need arises
- Provides a support and team building after school program for students in temporary housing. During 2012-13 this group met 1x per week.
- Guidance Counselor Participates in monthly Pupil Personnel Team and School Implementation Team Meetings
- **School psychologist** Participates in monthly Pupil Personnel Team and School Implementation Team Meetings
- Provides Crisis Intervention as needed
- Referral to outside agencies and consultation with mental health agencies and teachers.
- Has been reduced to 1.5 days per week, and therefore no ongoing at risk counseling services are provided
- **Social worker** works with non-mandated, at risk students
- Provides peer mediation and recreational alternatives to recess for students who can benefit from it
- Participates in monthly Pupil Personnel Team and School Implementation Team Meetings
- Provides individual counseling with students, outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Staff members including principal, assistant principal and instructional coach attend CCLS PD offered by the DOE during the Summer of 2013 • Teachers and instructional coach attend ELA and Math PD offered by the CFN 406 during the school year • Teachers and administration attend specialized PD offered by Generation Ready Literacy and Math Educational Consultants during the school year (e.g., text complexity, CCLS in ELA and Math) • Teachers view webinars and online videos and materials provided by the DOE and Pearson on CCLS and related topics • Information from PD sessions is shared during faculty conferences and grade level meetings • Teachers use information from PD to: <ul style="list-style-type: none"> ✓ create a professional growth plan (submitted each September) ✓ monitor teaching practices in a professional development log on a monthly basis ✓ reflect on extent to which professional growth goals were met (June 2014) • Administration provides intervisitation to share best practices • Administration funds full time instructional coach • Administration funds Generation Ready Literacy and Math Education Consultants

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Conceptual Consolidation is used to provide the following to STH:</p> <ul style="list-style-type: none"> • School supplies and tools such as backpacks and calculators • School Aide designated as a liaison between the school and STH families <ul style="list-style-type: none"> ✓ follows up on attendance ✓ homework ✓ academic standing ✓ coordinates services needed with parent coordinator and guidance counselor <p>Conceptual Consolidation allows greater flexibility, e.g.:</p> <ul style="list-style-type: none"> • Title I funding is used to partially fund Kindergarten teachers • multiple funding sources are used to obtain early intervention services for Pre-K students • AIS instructional materials and tools

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Pre-K families attend school wide parent workshops given by instructional coach and parent coordinator
- Pre-K families attend family instruction morning on a monthly basis
- Pre-K teachers receive the same school wide PD as all other grades
- Pre-K teachers are an integral part of curriculum development
- Pre-K curriculum is modified to provide a seamless transition from Pre-K to Kindergarten
- Family worker and parent coordinator provide personal assistance to each PS19 family as they transition to Kindergarten
- Teachers, administration and School Based Support Team ensure that early intervention is provided as needed
- Turning 5 evaluations are conducted in a timely manner

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Findings from Inquiry teams are shared with vertical inquiry team members and grade level instructional leads
- Instructional lead team members share curricular and assessment recommendations with the administration based on school wide inquiry findings
- 4 teachers participated on the MoSL committee in Spring 2013 to choose assessment measures in Advance
- 4 teachers participated in the selection of new curricula and their included assessments rolled out in 2013-14 (GoMath and ReadyGen) by reviewing 3 choices for each subject area, and discussing their findings with grade level teams
- Instructional Coach and AP meet with grade leaders in June to review PD vendor choices for the following year

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 01	Borough Manhattan	School Number 019
School Name Asher Levy		

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

Principal Jacqueline Flanagan	Assistant Principal Janet Chasin
Coach Corinne Nieves	Coach
ESL Teacher Esperanza Rosales	Guidance Counselor Cindy Lerner
Teacher/Subject Area Esmahan Succar/Grade 5	Parent Laura Solano
Teacher/Subject Area Jen Ho/Pre-Kindergarten	Parent Coordinator Marivette Cruz
Related Service Provider Joanna Albert/Speech	Other
Network Leader(Only if working with the LAP team) Karen Aimes	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	284	Total number of ELLs	24	ELLs as share of total student population (%)	8.45%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	3	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	21	1	1	3		3				24
Total	21	1	1	3	0	3	0	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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)		1				2								3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				1	1									2
Advanced (A)	4	4	2	3	2	4								19
Total	4	5	2	4	3	6	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	2	2			4
5	3	2			5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	2		1		1				4
5	3		2						5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3				4
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
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								

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

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

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. Both of these programs allow both the ESL and classroom teacher to track the progress of ELL students. The data yielded by the TC Student Profile is in the following areas: Independent Reading Level, Concepts of Print, Letter ID, Lower and upper and Letter Sounds. Teachers address areas of need during the literacy block.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Approximately 85% 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.
Based on 2012 results, the most recent year for which modality data is available:
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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The State did not report the spring 2013 NYSESLAT results in combined modalities.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Due to the fact that a large percentage of our ELL students are English dominant by grade 3, during the 2012-13 school year, no students took Math or Science assessments in his/her native language. The students who make the fastest educational gains, are the students who arrive with a high level of native language skills.

PS 19 does not administer the periodic ELL assessment. Instead, we administer MoSL and Schoolnet periodic assessments. Results from the ELA MoSL assessments will be available after November 8, and the ESL teacher will study the results for each of her ELL students and use an item analysis to guide instruction for these students. The Schoolnet math periodic assessments were administered in October 2013. Because these common core aligned assessments require grade level literacy skills, the students in the advanced stage of English acquisition far outscored students in the beginner or intermediate stages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Teachers have developed new planning templates to meet the rigorous standards of the common core and the ReadyGen and GoMath curricula. This template includes specific learning goals and activities for ELLs, and is considered Tier I intervention. If these strategies fail, students are escalated to Tier II intervention after the classroom teacher consults with Ms. Rosales, our ESL teacher. Tier III interventions are put in place when Tier II intervention fails, and a specific learning disability is suspected.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ReadyGen and GoMath both provide extensive ESL strategies for ESL students. Teachers also consult with Ms. Rosales when they deem appropriate. The ELs teacher includes a language objective as well as a content objective in every ESL lesson plan.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
P.S. 19's continuing goal is to provide the best instruction to all our students so that they may meet the designated standards. We are dedicated to following all regulations and mandates when identifying, supporting ELL students and informing ELL parents regarding

all programs and the options that our school provides. We also are dedicated in providing high quality professional development to all our staff so that they may continue to provide quality education to our ELLs. We measure our success by the number of students who achieve a 3 or better on state assessments, NYSESLAT results, and the number of students who outgrow the instructional need for ESL services.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. See to question here:
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.
Within 10 days of ELL identification through the LAB-R, the ESL teacher, Ms. Rosales, notifies the parents that their child was administered the LAB-R and holds a meeting for parents to come and obtain information regarding the choices available once their child has been identified as an ELL. The parents watch a video in their native language explaining the 3 different program types available citywide, Transitional Bilingual Education, Dual Language, Freestanding ESL. Parents also receive a brochure in their native language explaining the various options available for English Language Learners. Our parent coordinator, Ms. Marivette Cruz, is closely involved in these procedures and supports the ESL teachers's efforts in providing up to date information about the programs and meetings necessary for parents to attend in order to help them choose the best program available for their child. A parent orientation is provided to all parents of new students. The parent orientation is ongoing throughout the school year, for parents of newly enrolled ELLs. Objectives, materials, standards and assessments of the ESL program are shared with the parents during the workshop. If parents request information on a program not offered at PS 19, information, options and locations are provided about their choice of program. The majority of parents request Freestanding ESL as a program choice. Their preference is to have their child remain in a mainstream classroom with additional support in balanced literacy, mathematics, science and social studies in a pull-out Freestanding ESL class. Other choices are not available at P.S. 19 as there are not enough students in each grade to warrant a bilingual class according to mandated laws. Based on parental choices, students are then placed in our ESL program. Students that are identified as beginning and intermediate ELLs by the LAB-R and the NYSESLAT receive two periods of ESL

instruction a day, and students identified as advanced receive one period of ESL instruction a day along with one period of English language arts instruction as per CR Part 154 regulations.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 child's 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 coordinator, 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. 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.

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 are 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. Entitlement letters are provided to parents during the first few days of school at meetings offered by the ESL teacher. Placement letters are provided at the time of meeting with the ESL teacher. Continued Entitlement letters are sent out to all parents within the 1st week of school, the parents are also able to meet with the ESL teacher to discuss question or concerns they parents may have about Continued Entitlement to ELLs. If Continued Entitlement parents do not attend any of these meetings the letters are sent home to parents. Two copies of all Parent Surveys, Program Selections, Entitlement and Continued Entitlement letters and also Non-Entitlement and Transition letters are kept. One set is in an ESL binder located in the Principal's office and the ESL teacher keeps an additional copy for her records in the ESL room.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our ELL population is small and due to this the ESL teacher is able to maintain careful records and tracking of students during the time allotted for administering the NYSESLAT in the spring. The ESL teacher uses the RLER and the RLAT to ensure that all students are tested. Ample time is scheduled for make-ups if a student is absent for any of the modalities and every attempt is made to administer the test as early as possible within the NYS scheduled dates for each modality. Due to our small group of ELLs we are able to provide all testing accommodations necessary to ELLs and ensure that all ELLs are administered all four parts of the NYSESLAT as per NYS guidelines and mandates.

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

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
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. 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)?

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. The ESL teacher is cognizant of the themes and topics and vocabulary being studied in the new ReadyGen ELA curriculum and supports students accordingly. Students also learn reading strategies (drawing conclusions, sequencing, cause and effect), which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL curriculum depends on what the classroom teachers are teaching in their classroom; if the classroom teacher is providing science instruction at the time that the ESL teacher is pulling out their ESL students, then the ESL teacher will also provide science instruction keeping in mind the needs of the students. P.S. 19 does not offer a Dual Language or Transitional Bilingual Program to require meeting NLA instructional minutes but whenever possible, students are offered materials in their native language, glossaries and dictionaries to help them learn content area materials

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (i.e. drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are

implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading, guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL classroom is language rich where there are ample instructional materials, a full classroom library categorized by genre, games and materials to develop and strengthen the ELLs' needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All incoming Spanish speaking students who require it are given the Spanish Lab R by the ESL teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Common Core standards place a high emphasis on speaking and listening, as does the new ReadyGen curriculum being used at PS 19 for the first time. This year, unit tests and benchmark assessments from ReadyGen will provide a clearer picture of ELL development in the speaking and listening modalities than the previous curriculum. Reading and Writing are continually assessed with running records and student work. Collaborative planning between the ESL teacher and classroom teachers, and utilizing data from regular assessments throughout the units, we can ensure that ELLs are provided instruction in all 4 modalities in English and are also assessed and monitored accordingly in all 4 modalities, while reinforcing any lower achieving areas identified through informal and formal assessments including the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.a. We currently have one SIFE student and a program has been implemented that incorporates all ESL methodologies and materials throughout his daily instruction. He is taught using a multi-sensory and multi-culturally approach. Our ESL teacher works closely providing native language supports and the use of technology to meet education goals and incorporating TPR, expository learning, teacher modeling, small group work, role play, explicit reading intervention, and additional native language supports such as translated materials and native language instruction during extended day periods.

6.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.

6.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.

6.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.e. 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 as per NYS allowances, on time extension, separate location, additional reading, bilingual glossaries, oral translations of low-incidence language, and native language writing responses.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Our 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 Italian. 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.

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

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.

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

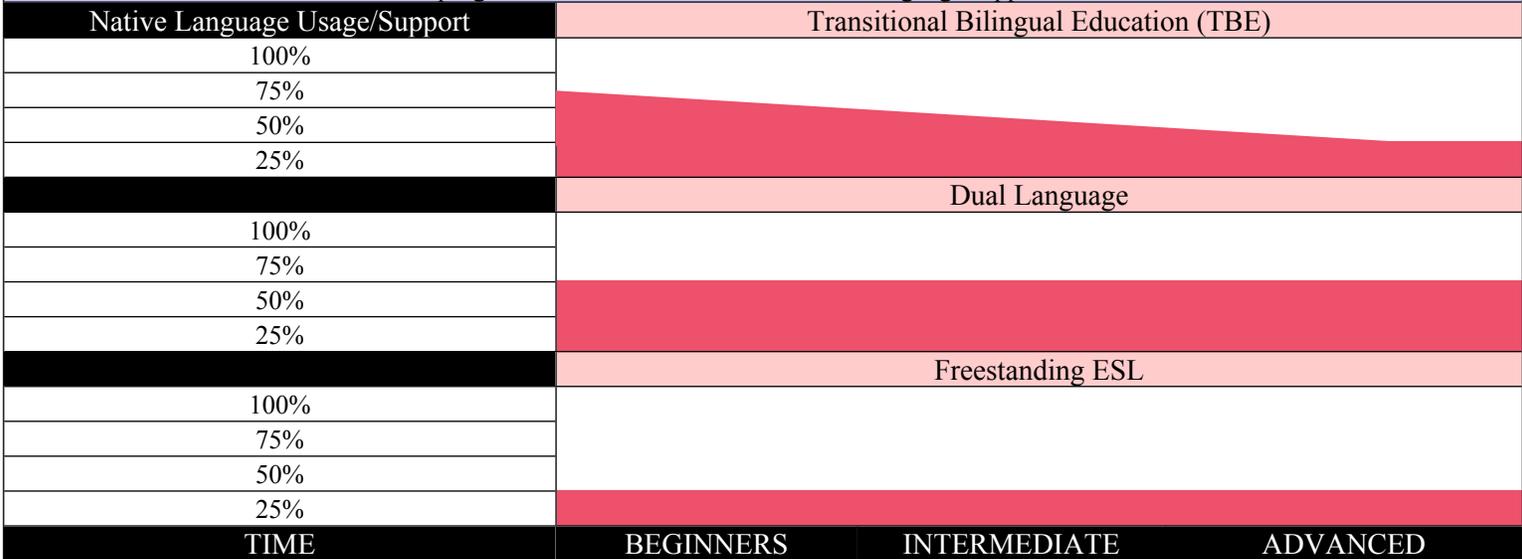
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

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

The ESL teacher works closely with all classroom teachers of ELLs 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). AIS teachers (only) pull out students in small groups at other times during the day.
- Grades 3-5 are using materials from Schoolnet 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). AIS teachers (only) pull out students in small groups at other times during the day.
- GoMath curriculum is emphasized. Translated versions of GoMath materials are provided in Spanish.

Science:

- Small group instruction in 4th grade during extended day.
- 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

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

The full adoption of the Common Core Standards have increased the content expectations for all students. Due to close collaboration between the ESL teacher and classroom teachers, comprehensive plan of Professional Development and incorporating data driven instruction into our ESL program and classroom instruction our ELLs are challenged in both content and language development simultaneously. Our ELL population is meeting and exceeding the AYP for ELLs and we strive to provide our ELLs with all the necessary supports for success in their academic careers.

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

ELL students have access to Lexia Learning software in grades K-2, and istation software in grades 3-5. These software programs are delivered to students via 2 mobile technology carts which are accessible to the ESL teacher as well as every classroom teacher.

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

No services to ELLs will be discontinued during the 2013-15 school years.

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

The students in the ESL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes, and students who receive an extension of services. ESL students participate in an early morning programs which provide enrichment in reading, writing and mathematics and content areas. An ESL After-School program is offered two

times per week for students in first through fifth grades to provide enrichment and individualized support for the students

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

Native language support is provided through the use of native language dictionaries, when available native-language translated versions of classroom content work is provided for students as well as software allowing students to access native language information to better comprehend content area concepts and materials.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Every effort is made to support each student at his/her age-appropriate grade level. The ESL teacher works closely with the classroom teachers to ensure that the ELL student is receiving grade level curriculum in all areas. The ESL teacher often creates a resource kit for individual teachers to use with ELLS throughout the day.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

During the month of June, PS 19 provides an orientation to all parents of newly enrolled English Language Learners. During this orientation all school programs are discussed and parents are able to view a video that gives them information regarding the different ELL programs available. Objectives, materials, standards and assessments of the ESL program are shared with the parents during the orientation. Parents have an opportunity to meet the school principal, assistant principal, coaches and ESL teacher. The ESL students are also targeted to participate in the ESL Summer Enrichment Program provided by the ISC. During the school year the ESL teacher provides individual and/or small group parental meetings to provide all the necessary information regarding parental choices and best options for student programs. Once a student is initially evaluated and placed in an age/grade appropriate setting the ESL teacher provides ESL services while monitoring student progress closely and collaborating with classroom teachers for providing ESL support and methodologies in the mainstream classroom.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. P.S. 19 has one ESL teacher, Esperanza Rosales. She is qualified as a certified and appointed teacher with a Professional Certificate in English to Speakers of Other Languages. Copies of her certification are on file at PS 19. Ms. Rosales attends workshops to stay current on new methodologies, laws and mandates and turnkeys the materials to the staff throughout the school year during faculty conferences to help develop a full and rich curriculum.

2. Ms. Rosales stays current and has been attending and currently attends several workshops a year provided by our Network specifically focusing on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands.

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

4. 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. The ESL provides ongoing support and mentoring to classroom teachers with newcomers. The ESL teacher provides a collection of materials customized for each newcomer and gives guidance to the classroom teacher on how to use the materials during the course of the school day and for homework.

D. Parental Involvement

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

1. Parent involvement is crucial for ELLs to achieve proficiency in the English language. We work hard to be inclusive of all ELL families, and several workshops are held throughout the year to provide parents with assistance to ensure their child's social and academic success. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings. Parent workshops, are held throughout the school year by the ESL teacher and the Literacy Coach providing reading and writing strategies for their children to use in school and at home.

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

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

E. 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 response to question here:

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **01M019**

School Name: **Asher Levy**

Cluster: _____

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

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

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 2013-15 school years, 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